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ABSTRACT

The K-Adult research and development project in career education in Eau Claire, Wisconsin, contained two phases: (1) Eau Claire Joint School District Five, introducing the 16 Wisconsin career development concepts into school curricula through teacher workshops, resource materials, public relations, and consulting services for classroom teachers and staff; (2) District One Technical Institute, implementing field testing and dissemination of project developed activities and materials, consultant services to workshop participants and school staff, coordination of information and service delivery between institutional personnel and area agencies, and availability of learning and career resource information from the local business-industrial community. Each phase is discussed in terms of management, materials production, project goals, dissemination, and transportability. A report summary outlines time period goals and objectives, procedures, results, evaluation, conclusions, and recommendations. Problem context, objective and evaluation procedures, joint management of public and postsecondary schools, and project conclusions and recommendations are presented. A 45-page third-party evaluation felt that goals were met. Strategies for assimilation, listings of materials produced and audio-visual resources, materials utilization charts, reaction form, evaluation instruments, and raw data are appended. (LH)

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# FINAL REPORT

Project No. V-361004L

Grant No. OEG-0-73-2964

# Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

Eugene I. Lehrmann
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and Adult Education
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August 16, 1974

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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# TABLE OF CONTENTS

Page

- List of Appendices . . . iv
- Summary of Report . . . 5-1
  - A. Time Period Covered by the Report . . . 5-1
  - B. Goals and Objectives of the Report . . . 5-1
  - C. Procedures Followed . . . 5-5
  - D. Results and Accomplishments . . . 5-6
  - E. Evaluation . . . 5-8
    - Public School Component . . . 5-8
    - Technical School Component . . . 5-9
  - F. Conclusion and Recommendations . . . 5-10
    - Public School Component . . . 5-10
    - Technical Institute Component . . . 5-10
- Problem Context . . . 6-1
  - A. Project Design and Procedures . . . 6-1
  - B. Eau Claire Joint School District No. 5 Component . . . 6-4
  - C. District One VTAE - Eau Claire Component . . . 6-6
- Objectives and Evaluation Procedures . . . 7-1
  - A. Technical Problems . . . 7-1
  - B. Instrumentation . . . 7-3
  - C. Usability of Data . . . 7-6
  - D. A Two-Year Plan . . . 7-6
- Eau Claire Public School Component . . . 8-1
  - A. Management . . . 8-1
  - B. Materials Production . . . 8-2
  - C. Project Goals . . . 8-4
  - D. Dissemination . . . 8-18
  - E. Transportability . . . 8-19
- Technical Institute Component . . . 9-1
  - A. Management . . . 9-1
  - B. Materials Production . . . 9-2
  - C. Project Goals for District One . . . 9-3
  - D. Dissemination . . . 9-38
  - E. Transportability . . . 9-39
- Joint Management - Public School and Post-Secondary . . . 10-1
- Final Third-Party Evaluation Report . . . 11-1
- Summary, Conclusion, and Recommendations . . . 12-1
- Appendices (see iv) . . . 13-1

## 4. LIST OF APPENDICES

Appendix A: Management Design System - District One Career Education Project - Phase II - Schedule of Components

Appendix B: Career Education Program (chart)

Appendix C: Strategies for Assimilation

Appendix D: Materials Produced by Eau Claire District One Career Education Project

Appendix E: Career Information Audio-Visual Resources

Appendix F: Career Information Materials Utilization (chart)

Appendix G: Career Information Materials - Incoming (chart)

Appendix H: Career Education Questionnaire

Appendix I: Post Meeting Reaction Form of Counselor's Conference At District One

Appendix J: Evaluation Instruments and Raw Data

FINAL REPORT ON THE K-ADULT RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION IN EAU CLAIRE, WISCONSIN

## 5. Summary of Report

A. Period Covered: June 1, 1973, through August 16, 1974

Project Number: V361004L

B. Goals and Objectives of the Project:

(1) Eau Claire Joint School District 5 et al:

The focus of the public school Phase II objectives will be the implementation and evaluation of career education activities as they are integrated into the K-12 curriculum and the transportability of this program to other elementary-secondary school districts.

The following are specific components of career education to be included in this project:

Goal I: To provide adequate career counseling and guidance services for students, parents, and teachers.

Objectives:

(a) Materials for integrating career education into the curriculum (K-12) will be provided, and available community resources for career education activities within the school will be utilized.

(b) Local guidance staffs will develop role descriptions for school counselors' involvement in career education.

(c) Group and individual career counseling activities will be provided all high school students.

(d) A comprehensive orientation program will be provided all junior high school students to assist them in planning a senior high school program.

(e) A comprehensive collection of career materials will be established at all secondary schools.

(f) Career consultant and counselor services will be provided all teachers, guidance personnel, and administrators.

(g) Parents will be made aware of career education and career opportunities available to their children.

(h) Career consultants will be involved in system-wide inservice programs designed to promote involvement of all staff members in career education.

Goal II: To develop student self awareness and favorable attitudes about the personal, social, and economic significance of work through planned learning activities.

Objectives:

(a) Classroom activities will provide each student an opportunity to develop a positive self concept

(b) Instructional materials emphasizing self development and peer adjustment will be made available for integration into the curriculum, K-12.

(c) Consultant services in the effective use of classroom self development materials will be made available to teachers, guidance personnel, and administrators.

(d) Opportunities will be provided each student to appraise personal interests, abilities, attitudes, and values.

(e) Small group counseling services will be provided selected elementary students.

(f) The 16 Wisconsin career development concepts will be integrated into the existing K-12 curriculum.

(g) Programs beginning at the elementary school level will be designed to increase the awareness of students in terms of the broad range of options open to them in the world of work.

(h) Programs beginning at the junior high level will be designed to provide career orientation and meaningful exploratory experiences for students.

(i) Programs at grade levels 10 through 12 will be designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

(j) Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program. Placement services will be available to all students and will include military service and marriage counseling.

Goal III: To establish programs, K-12, designed to develop student awareness in terms of the broad range of options open to each person in the world of work.

Objectives:

(a) Classroom and building activities will be developed, K-12, to increase student career awareness, exploration, and preparation.

   (1) Elementary
   (2) Junior High
   (3) Senior High

(b) Guidance staffs will participate in group activities in cooperation with the instructional staffs to develop student knowledge of the world of work.

   (1) Junior High
   (2) Senior High

(c) Library and media centers will provide career resource materials and conduct instructional programs in their use.

   (1) Elementary
   (2) Junior High
   (3) Senior High

Goal IV: To establish programs, beginning at the junior high school level, designed to provide career orientation and meaningful exploratory experiences for students.

Objectives:

(a) Junior high school curriculum will be expanded to include more exploratory opportunities for all students.

   (1) List new courses
   (2) Etc.

(b) Senior high school curriculum will be expanded to include additional elective courses in career orientation and career preparation.

   (1) List new courses
   (2) Etc.

(c) Guidance services will be provided to develop student awareness of curriculum offerings relative to personal career planning on the junior and senior high school levels.

Goal V: Programs at grade levels 10 through 12 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative educational opportunities available to all interested students.

Objectives:

(a) Senior high students will elect more courses that are designed to give them marketable skills and/or provide them with a foundation for advanced post-high school training.

(b) Career and exit counselors will maintain and disseminate current information to students relative to local and national career opportunities available.

(c) Additional high school vocational education courses utilizing on-the-job training will be added to this curriculum offering.

Goal VI: To establish programs designed to provide the placement of all exiting students in either a job, a post-secondary occupational training program, a baccalaureate program, or other pursuit of their choice.

Objectives:

(a) Senior high school students will be provided assistance in the development of attitudes, behaviors and techniques to get, hold, and advance on a job.

(b) Career and exit counselors will work with local employers and Wisconsin State Employment Service in placing exiting students and meeting manpower needs.

(c) Information on available post-high school education and training programs will be provided for students and parents.

(2) District One Technical Institute:

Together with goals and objectives cited above which the public school emphasis of this project focused, the goals and objectives of the District One portion centered around the implementation of several aspects of the career education planning and field testing of the project which is currently being conducted within the district and now is coming to a close. Specifically, the goals and objectives of Phase Two of the comprehensive career education project in District One were:

(a) Articulation with the Eau Claire Public School Career Education staff in implementation and use of materials in the K-Adult system. New materials will be considered jointly and pilot tested where most appropriate.

(b) Cooperate with the Eau Claire Public School Career Education staff in dissemination and/or transporting models of Eau Claire Public Schools and VTAE District One project activities and to jointly or independently provide orientation services according to the needs of the requesting group.

(c) Assist and coordinate in field testing 1973 workshop materials; provide consultant services to workshop participants, District One Departmental staff and staff to other districts.

(d) Articulate with area agency and institutional personnel who provide consultation services so as to improve the coordination of the delivery of information and services.

(e) Survey, up-date, develop and disseminate information about learning and career resources which are available in the business-industrial community of the area.

C Procedures Followed:

The project's planning and conceptualization for the second phase has proceeded along established guidelines. Since the project's inception in the early months of 1972, Phase One, it can be aptly cited that each workshop has acted as a proper catalyst and focal point for the development of the joint undertaking on behalf of the public school and technical institute career education components. With the impetus of follow-through from Phase One to Phase Two, excellent progress and results have been obtained via better documentation methods and procedures, greater management planning, and more insightful conceptualization, based on sound academic and professional standards. Evidence to support this is provided in the Appendices, A, B, and C, i.e., A refers to the Management Design System, B to Career Education Program Structure and Implementation Chart (see December 3, 1973 Quarterly), and Appendix C cited as one of the major accomplishments of accurate documentation, planning, and assimilation of ideas, processes, and materials produced in the project, from the Technical Institute standpoint, (this is referred to as "Strategies for Assimilation - Career Education Project - VTAE District One"). Altogether, the above follow-through progress has aided the joint workshop activities of both the K-12 and post-secondary levels, as well as assisting in the development of greater articulation efforts between the two systems. A major result of these procedures has been the items mentioned below in the Results and Accomplishments section.

D. Results and Accomplishments:

The articulation efforts, via the workshop and regular staff meetings during 1973, or Phase Two, between the public school and technical institute components, has resulted in the progressive development of the various objectives and components of the kindergarten through adult programs at Eau Claire. These are cited as follows:

(1) Meetings were held with the Administrative Advisory Committees.
(2) Meetings were held with the workshop participants in the various institutions for field testing units and material preparation.
(3) Appropriate career education resource materials were previewed and ordered.
(4) Tours were conducted of the different facilities by Career Education staff.
(5) Joint Counselor's Conference was held in November, 1973 to share project activities and disseminate materials with area school counselors, CESA personnel and others in the geographic area.
(6) Public School media specialists and career education staff developed local slide presentations of the different career cluster occupations suggested by the U. S. Office of Education.
(7) Small group counseling on the Elementary School level was continued from last year.
(8) Development of a year-long career guidance program was initiated on the secondary guidance department level.
(9) Assistance was given to teachers at all levels to plan and develop career education activities in their classrooms.
(10) The Career Education Staffs at the Public School and District One hold monthly staff meetings, and more frequently as necessary; this is to share materials, discuss plans and activities, plan articulation and reporting efforts.
(11) Joint articulation efforts have continued throughout Phase Two of the project.
(12) Visitations from other schools to both District One and the Eau Claire Public School site have continued.
(13) Speeches and presentations by career education staff members has continued upon request.
(14) Instruments have been secured and developed to be used in the evaluation process of the project.
(15) Weekly progress reports and staff logs have continued to be used by the Public School and District One staffs.
(16) Career education personnel have continued to participate in the Wisconsin Career Education Consortium and have made speeches at the Governor's Conference on Vocational, Technical, and Adult Education in Madison, Wisconsin.

(17) Career education personnel have participated in the "Swap Shop" at the University of Wisconsin-Stout, which has been initiated to discuss a coordinated effort in this area of the state regarding career education.

(18) Improved procedures for handling requests for audiovisual materials at District One have been developed to greatly increase the use of these materials by area personnel.

(19) Frequent "Film Fests" were continued to preview audiovisual materials.

(20) Weekly staff meetings by both staffs were continued during Phase Two.

(21) Eight Porta-Cluster-Carts were developed and assembled for the Secondary Schools, representing the fifteen U.S. Office of Education occupational clusters.

(22) A Post-High School Opportunities Night for parents and students in the area was conducted by the Public Schools Career Education staff.

(23) Eau Claire Public Schools Career Education staff conducted a panel on career education at the Northwestern Wisconsin Education Association on October 12, 1973.

(24) Minor changes were made in the Project's Objectives and Components to facilitate a " . . . better fit to be made between component operations and evaluation;" this was indicated by the Third Party Evaluator in the December 3, 1973 Quarterly Report.

(25) The Career Education Project assisted in the Student Career Interest Survey with District, CESA 6 and Area "C" personnel.

(26) Successful 1973 summer workshop packages at District One were disseminated to personnel in schools, WBVTAE, agencies, and business-industry sites for use where appropriate.

(27) The Public Schools Career Education staff participated in a sectional on career education at the University of Wisconsin-Stout Guidance Conference in February, 1974.

(28) The graduate class on "Theories of Career Development" was again offered by the University of Wisconsin-Stout with twenty-three District One and Eau Claire Public School teachers enrolled.

(29) Meetings were held jointly between the Career Education staffs, including the two State Consultants and the Third Party Evaluator; this was to share ideas, activities, and materials and to plan activities, reports, evaluation, and continue the articulation efforts started in Phase One.

(30) Student Questionnaires were administered to District One students via the 1973 workshop participants.

(31) See Appendix D for materials produced at District One by the Career Education staff and those being updated and revised from Phase One. This is also comprehensively covered in Appendix C, "Strategies for Assimilation at VTAE District One."

(32) The career education staffs attended state-level conferences.
(33) There was a continued dissemination of newspaper and newsletter articles.
(34) On-going evaluation articulation continued with the Third Party Evaluator.
(35) There was continued solicitation for public support for career education locally.
(36) Constant review of literature in the career education field continued through Phase Two.
(37) The presentation of the Eau Claire Project via ETN (telephone class on career education offered out of the University of Wisconsin-Madison) took place in Phase Two.

## E. Evaluation: Public School Component:

The public school career education staff continued to monitor the progress of implementation of career education activities and concepts into the public school curriculum. In addition, building administrators and curriculum council members reported both successful and unsuccessful efforts.

Classroom teachers, students, and parents provided feedback to the career education staff regarding successes and progress throughout the duration of the project.

Formal evaluation data was gathered by locally developed instruments to teachers as well as those administered by the Educational Testing Service, the third party evaluator. Copies of these instruments and the results are included in the appendix of this report.

A five-point rating scale was used to describe the degree of success attained for each goal of the public school phase. This scale consists of: 1) fully successful, 2) moderately successful, 3) minimally successful, 4) unsuccessful, and 5) insufficient information.

## Evaluation: Technical School Component:

The following rating scale was used to indicate the degree of success as the project staff members visualized the previous five components and their objectives contained in the District One Technical Institute Phase.

(1) Fully successful
(2) Moderately successful
(3) Minimally successful
(4) Not successful

| Component "a" | Rating |
|---|---|
| Objective (1) | (1) |
| Objective (2) | (1) |
| Objective (3) | (2) |
| Objective (4) | (2) |
| **Component "b"** | |
| Objective (1) | (2) |
| Objective (2) | (1) |
| Objective (3) | (2) |
| Objective (4) | (2) |
| **Component "c"** | |
| Objective (1) | (1) |
| Objective (2) | (1) |
| Objective (3) | (2) |
| Objective (4) | (1) |
| **Component "d"** | |
| Objective (1) | (2) |
| Objective (2) | (1) |
| Objective (3) | (2) |
| **Component "e"** | |
| Objective (1) | (1) |
| Objective (2) | (1) |
| Objective (3) | (2) |

## F. Conclusion and Recommendations: Public School Component:

Upon reviewing the implementation activities during the past year, the comments of parents, students, teachers and administrators, and an analysis of evaluation data collected, it is apparent that significant successes have been made in integrating career education into the curriculum of the public schools. Examples of classroom activities and evaluation data will be discussed later in this report.

It has been further noted that career education activities and materials have made each student more aware of individual strengths and weaknesses, increased the ability of each student to make intelligent decisions, and increased student awareness of the world and career opportunities available to every individual.

Therefore, it is the opinion of all groups affected by the Eau Claire Public Schools career education project that efforts to integrate career education into the K-12 curriculum has made significant progress and should be continued and expanded during years ahead through the commitment of local resources and funds.

## Conclusion and Recommendations: Technical Institute

As indicated above in the Evaluation Section of the Technical Institute Component in "part E," the progress of the components has been moderately to fully successful during Phase Two. Much of the activity focused on dissemination, updating, and revising those essential materials from Phase One. Other materials, learning packages, and various curriculum products, were newly produced. These have been cited throughout this final report in the several sections.

Besides those concerns listed in the Final Evaluation Report of last year's Phase One for this project, others are: 1) lack of an acceptable career education definition, coupled with vague generalities, neither unified nor identified support; 2) uncertainty of federal appropriations and late notification of federal guidelines for proposals does discourage optimism; 3) support services for innovation, "outside" projects necessarily competes with on-going institutional needs. Others are suggested in Section 12 -- Summary, Conclusions, and Recommendations. Nevertheless, those efforts which have produced positive results as indicated in Appendix (C) should be continued at District One.

6. Problem Context (cited from the 1973 Final Report for the Eau Claire Research and Development Project)

A. Project Design and Procedures (general)

(1) The Site of the Project: The City of Eau Claire

(2) Description of the Site: Within the boundaries of the City of Eau Claire are the Eau Claire Public School District, The Vocational, Technical and Adult Education District One (including administrative offices and a post-high school technical institute), the University of Wisconsin-Eau Claire. Information concerning the nature of these educational units is presented later in this section.

Eau Claire's economy is described as being diversified; in addition to pulp, paper, tire and other heavier industries which employ over 5,000 people, wholesalers serve the west-central portion of Wisconsin to an extent of over $75,000,000 annually and retail businesses employ nearly 2,000 persons who sell over $70,000,000 in goods yearly.

Eau Claire is a county seat and a regional public administration center; the governmental segment of the working force is a major factor in it.

Eau Claire's transportation industry contributes substantially to the economic health of the city and surrounding area, and it is of increasing importance to the area of its expanding medical facilities.

Eau Claire County is principally a dairy county with the average farm income in the county almost $500 above the national family income average.

The City of Eau Claire is in many respects the key city in the west-central Wisconsin. In addition to the above mentioned characteristics, it is located just off I-94 and the fact that several other major U.S. Highways lead into Eau Claire, it is a popular place for conventions, meetings, and recreation.

The Public School District of Eau Claire covers 147 square miles; there are approximately 11,000+ students enrolled in the K-12 school. It has an equalized valuation of $530,537,300 resulting in a valuation per resident pupil of $51,583. The average expenditure per resident pupil in Eau Claire is $1,354 per pupil. It maintains a staff/pupil ratio of 20.2 K-6, 18.9 for 7-9, and 20.0 for grades 10-12. Sixteen counselors are employed in the district.

Curriculum offerings in the public high schools include 75 courses in the area of "General and Enrichment" and 53 in the area of "Practical and Vocational." In 1965, the Eau Claire Public High Schools were among 34 high schools selected to participate in the three-year Wisconsin Pilot Program in Secondary School Vocational Education. The Eau Claire Public Schools have continued to extend the commitment to the elementary-secondary vocational education program. Twenty project applications for Vocational Education funding were approved by the Department of Public Instruction for Fiscal Year 1972, and in the summer of 1971 selected staff members from the Eau Claire Public Schools participated in a workshop which began to implement into the K-12 curriculum career development concepts based on the "Wisconsin Guide for Integrating Career Development into the K-12 Curriculum."

The Eau Claire Public Schools receive approximately $125,000 in Title I funds annually and have designated nine attendance centers as eligible for Title I funds. Ethnic groups, including blacks, are evident in Eau Claire, and 6.1% of the public school students are disadvantaged per Title I ESEA standards. A central staff member works as a federal program coordinator, including work with ESEA Titles I, II, and III and the Vocational Education Amendments of 1968.

The Area Vocational, Technical and Adult (VTAE) District One encompasses all or part of eleven counties in the Eau Claire region of the state. It offers forty-seven full-time post secondary programs to approximately 2,200 youth and adults. The Technical Institute also offers extensive programs on a part-time basis. A modern Technical Institute facility with well equipped laboratories is located in the city of Eau Claire.

VTAE District One offers a wide variety of associate degree and diploma programs. Transfer of credit to four year, baccalaureate degree granting institutions is possible, but limited, and advanced standing is given to students based upon evaluation of work completed. Counseling services are available as part of the comprehensive program of student services offered to students enrolled in the district.

There has been an expressed need for career education activities in both the public school district and the VTAE district. The public school district in the past has taken some initial steps to implement a career development model; through Phase One and Phase Two, it has initiated and expanded career education activities throughout its curriculum. Guidance and Counseling has been strengthened at the elementary levels. Students who now enter the VTAE District program are being made more aware of careers to assist them in their educational and occupational goals. There is an increased use of career awareness materials for the students who come from a variety of high schools and who have a varied background in terms of occupational orientation and preparation. There has been an increase in the number of counselors offering counseling services for exiting students at the post-high school level.

Located on a campus adjacent to the Technical Institute is the large (student population of 9,000) University of Wisconsin-Eau Claire whose dormitory facilities are shared with the Technical Institute. The close proximity of the city of Eau Claire to the University of Wisconsin-Stout, located in Menomonie, Wisconsin, approximately 35 miles northwest of Eau Claire, and the University of Wisconsin-River Falls, adds to its desirability as a site in terms of the accessibility of high education resources in vocational education disciplines. There has been a potential to involve the teacher education components in all of the vocational education and many other disciplines. A Vocational Rehabilitation Center and a Center for Vocational Studies have been developed at the University of Wisconsin-Stout. Currently, the Eau Claire Public School has a proposal for staff and equipment for a similar Vocational Rehabilitation Center. Current activities between the Eau Claire Public Schools and the Rehabilitation Center in terms of assessing the learning abilities of reluctant learners (a special project in VEA) demonstrates cooperative relationships which exist between the public school district and the universities.

(3) Scope and Focus of the Project: The scope of this project has been the development and evaluation of career education activities in the total spectrum of education from kindergarten through adult programs. Initial activities in the Eau Claire Public Schools with respect to the first stage of implementation of the Wisconsin K-12 Career Development Model and the fine working relationships which existed between the VTAE district and the public school district helped make this a desirable site in terms of the expressed desire to work on a K-Adult program with the anticipated outcome of the identification of desired components for a K-Adult Career Education Model. The specific objectives and components were listed in part five (supra) of this final report.

Follow-up studies conducted at the VTAE site have made people cognizant of the desired qualities of the selection of Eau Claire as the site for the Career Education project over the past years.

In each educational level of operation, the project has been comprehensive in nature and involved consultants from all educational disciplines. That is, the project activities have cut across all educational experiences of a student at a particular grade level. For example, at the appropriate educational level activities designed to increase the self awareness and career awareness of each student were conducted as integral parts of the on-going studies such as language, arts, math, science, and social studies.

B. Eau Claire Joint School District No. 5 Component:

The Eau Claire Joint School District No. 5 career education team was comprised of four members including a project director, two secondary career consultants, and a primary career consultant.

The basic objective of the team was to integrate the sixteen career education concepts into the on-going curriculum, all facets, kindergarten through grade 12. Consequently, the prime responsibility of the three consultants was to provide staff inservice and direct consulting services to building administrators, counselors, and particularly, classroom teachers. Throughout the school year, team members, classroom teachers, and, frequently, community resource persons combined knowledge and efforts to enhance traditional educational activities and units with career education concepts. In addition, several other supplementary responsibilities were assumed by the project staff during the 1973-74 school year.*

During the summers of 1973 and 1974, the project director and staff provided consulting services to workshop participants. During the workshop, teachers developed teaching units which integrated career education concepts and activities developed during the previous workshop with established curriculums. Each participant field tested and evaluated their unit or units during the 1973-74 school year.

During the summer of 1973 and throughout the 1973-74 school year, the career education team ordered and previewed several types of career education resource materials including films, filmstrips, records, cassettes, work kits, and various types of written matter. Periodically, these materials were distributed and demonstrated to classroom teachers for their final review and approval.

The career education team also assumed a public relations role. Both individual team members and various combinations of the team made several "outside" presentations at civic meetings, conferences, conventions, and various schools throughout Wisconsin. The team also hosted countless visitors representing national, regional, state, and area public and private agencies and organizations.

Team members visited sites of other nationally recognized career education projects, attended national conventions and conferences, and traded, via mail and telephone conversations, career education ideas with several other projects throughout the United States and Canada.

The project director and two secondary career education consultants continued to assist the secondary guidance staff further identify the present and future role of the counselor in career education. Coordinated efforts toward this goal included horizontal and vertical meetings between the two junior and senior high schools. Examples of the increased involvement are described in Chapter 8 of this report.

The elementary career counselor/consultant continued to conduct experimental group guidance meetings in selected elementary schools. The purpose of these sessions was to develop positive self concepts and attitudes. The success of this activity led to the addition of two elementary guidance counselors for the 1974-75 school year supported by local funds.

The career education project director coordinated all project efforts and served as the project's representative in meetings with local administrators to determine procedures and policies relative to the integration of the career education program.

The director also served as the project's chief representative in joint planning sessions with personnel from the District One Technical Institute career education component and in formal and informal meetings with representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, Education Testing Services, the State Advisory Committee, the United States Office of Education, and other national, regional, state, area and local public and private agencies and organizations.

* Units and activities referred to are too numerous to list in this portion of the evaluation; however, detailed specifics of a representative number of the most notable units and activities completed during the 1972-73 school year are provided in section 8, C.

## C. District One VTAE - Eau Claire Component

### (1-2) Procedural Strategies and Operational Characteristics

Within the basic framework of the Eau Claire Project, the Technical Institute section consisted of five components, plus an additional management component for the personnel in the project itself. These were broken into specific objectives to assist in the clarification of each component and make it more efficient in terms of reporting on the results for each. This is alluded to with each discussion that takes place on each component later in section nine. Besides these,weekly progress reports and a structure outlining the basic concepts that the project focused in on (see section five), were kept and utilized to the projects full benefit. As the Technical Institute staff progressed from the project's inception, Phase One, to the second year, Phase Two, those needs that were established and their criteria tentatively fixed, the bases and outcomes for each component were apparent.

A system of record keeping devised by the Third Party Evaluator assisted in documenting the appropriate information for each component. It must be understood, however, that these were used as guidelines, and not to be taken as documentation that would necessarily hinder the scope and flexibility of the project. It is noted here that these forms were used in the process of accumulating information for specific objectives for the five major components. Some forms are utilized in the discussion section of part nine in this final report for accuracy and efficiency in reporting. Periodic changes and evaluations in priorities of duties of each Career Education Consultant permitted flexibility in the entire design, increasing the desired outcomes of specific activities and enhancing the implementation of the various objectives within each component of the project.

In terms of what has happened as a consequence of the identified need and established objectives within each component of Phase Two, basic strategies were adhered to for completion of the objectives. Several outcomes occurred. These have been in the form of Consultation and Resource Services, Counselor Conferences, Liaison Committees, developed Curriculum Guides, Career Information/Audio -Visual Library, Community Employers Listings, and Structure and Management Design. Such outcomes and their relatedness to counseling are discussed in detail in numerous parts of this final evaluation (whether post-secondary or K-12), e.g., especially see the Assimilation Strategies' section (Appendix C) and evaluation of each component.

In Phase One, feelings of accomplishment existed within the Career Education staff regarding the objective's outcomes. This same feeling exists in the final phase, Phase Two, of the project also. Many relevant educational outcomes have occurred via the articulation efforts of the staff at the Technical Institute, based on products developed and processes initiated, followed by a concerted effort to integrate career education concepts and elements. All were followed to completion with the assistance of the Administrative Advisory Committee, staff and instructors at District One. Nevertheless, concerns still manifest themselves with regard to specific activities where attempts to show consistent progress and development over the past months has been extremely challenging. In section twelve of this report, Summary, Conclusions, and Recommendations," these concerns are discussed and amplified.

## 7. Objectives, and Evaluation Procedures

### a. Technical Problems

Evaluation of this combined project was, from the viewpoint of the third-party evaluator, markedly handicapped in the first year by desires to (1) prepare elementary and secondary level objectives by stating them as subsets to each of the five state goal statements and (2) use an experimental paradigm with pre- and post-test activities for fiscal year evaluation operations. In all, a total of not less than 40 objectives (some statements included more than one measurement element) were stated for elementary and seconday component activities. Seventeen were to be measured by tests although the tests did not exist; most of the remainder involved written papers or tallies although it was usually not clear what protocals should be used to score or interpret the writings and tallies. From this excessive fractionation of objectives it could be inferred that tens of thousands of bits of data would have to be sought to evaluate the project.

However, even if the data were collectable, it would not have permitted inferences to be made about the impact of the project. No comparisons could be made to a comparison population because randomization could not operate in the selection of pupils to benefit from the program activities. This deficiency could not be corrected by seeking data from other school systems. Also, historical effects (changes in post-secondary enrollments is illustrative) outside the project could often be expected to have greater impact on the possible measures than project activities themselves. Clearly, the existence of too many objectives for the elementary and secondary components threatened to overwhelm project staff, teachers, students, and parents with a burdensom volume of data collection, most of which would be irrelevant because of lack of validity. The credibility of the project was threatened first by prospects of excessive data collection and second by the likelihood that the data which might be collected would, through its lack of basic validity, falsely indicate that the project had had no impact. Activities on behalf of evaluation, at the classroom level, threatened to eclipse in their scale the basic research and development activities of the project itself! It was completely necessary that concern for validity receive top attention and that evaluation be planned to avoid excessive, irrelevant data collection.

Part of what was needed was an understanding of how to assess the impact the project might have on the flow of students from kindergarten through to adult employment; this need was too complex to easily respond to. The second major element that was needed was to be able to plausibly document how student flow might have been altered as a result of project activities. These two evaluation needs took precedence over

### b. Instrumentation

As was indicated in the previous section, the first year proposal and interpretations of guidelines suggested that excessive quantitites of data of questionable validity might be collected. To reduce the volume of data that would be sought and yet to assure that expenditures for evaluation would not fail to produce the types of information needed in a research and development project, it was decided four types of instrumentation would be sought: (1) measures already in use by institutions in the area that could serve to provide longitudinal data having pretest-posttest features but in fact more characterized by their value for establishing trend lines related to student flow, (2) special devices for the evaluation of summer workshops, products or procedures, (3) instrumentation having development costs in time and money beyond the budgets of the project but which might become available through the efforts of others after project initiation.

The quality of available trend line data by which to learn about student flow toward successful career states was, surprisingly, good! A discussion of each item, instrument or device that was initially available follows:

The Ohio Vocational Interest Survey has been administered to Grade 10 students in Eau Claire Memorial High School in October 1971. The instrument was scheduled for administration in both Memorial and North high schools in October 1972 and could again be administered in October 1973. The eight local survey items that were added in the administration included three (letters C, F, and G) that requested career education information. These items were usefully supplemental to the planning, interest and choice items of the standard instrument. The data would fit reasonably well into a pre- and posttest mode.

In the Spring 1971, a Student Questionnaire on Guidance Services was administered in Memorial and North high schools. Six items from the instrument, which had been responded to by students in Grade 10, 11, and 12, directly related to project goals. While the original response sheets were no longer available summaries of responses were. Therefore, by the administration of items 2, 4, 5, 10, 13, and 14 of the original instrument to students in the same grade levels in the Spring of 1973, it would be possible to get data from across the project interval which would be roughly comparable to that previous to the program. This data would also fit well into a pre- and posttest mode.

In March and April of 1972, Ms. Sandee Christoffersen, a graduate student at the University of Wisconsin-Stout produced an exceptionally well designed study titled "A Study of Audio-Visual Needs as They relate to Presenting an

Effective Public Informational Program about VTAE Career Opportunities in District One." The study involved random sampling surveys of students in Grades 8 and 12 and of adults. By replication of features of the study it was possible to get comparative data of potentially adequate validity for purposes of project evaluation. Consequently, it was decided to replicate items 1, 2, 4, 6, 7, 9, and 10 of the survey for Grades 8 and 12 of the Eau Claire Public Schools; replication of the adult survey could not be justified in Spring 1973 but its replication was recognized to be a potentially promising activity for 1974.

The District 1 Technical Institute prepares summaries of the high school enrollments of its students each October and Spring. These summaries included high school enrollment by county and also by high school last attended. They could be used to study changes in enrollment trends for any school systems which seemed to benefit most from project activities; understandings to be found in them were essential to understandings of the flow of young and older adults among educational enrollment states. They clearly fit a pre-post mode although historical artifacts would, as was the case with all other types of pre-post data, be present in them. They were of marked potential value over time.

A Junior Post-High School Questionnaire was administered to Grade 11 students in Memorial High School in Spring 1972 as part of the Junior Career Development Program of that year. The questionnaire responses were filed in the folders of the students. Items 4, 5, 11, 12, 14, and 15 were related to project goals. However, because of changes in the enrollment patterns of the school and because North High School students did not have the same data it was decided that this data was not of a quality that would justify the cost of replication and summarization in 1973.

A standard record system existed within the Eau Claire Public Schools for the ordering and use of audio-visual materials. These records promised to be useful as a system for indicating how selected materials were used during the 1972-73 project year. Project staff members prepared a list of items they thought might indicate project processes through increased use. From this list it was possible to check for use in prior years and in the current year. Also, it was possible to identify which of the materials that had been specially ordered for the year had been ordered for use in classrooms.

The District One Technical Institute had conducted follow-up surveys of its graduates in 1969, 1970, and 1971. The studies did not lead to the assembly of information about the satisfaction of employers with the performance of graduates, which is an important ingredient to good follow-up, but they did lead to descriptions of the placement of students by fields and, for 1971 graduates, of their job satisfactions. Continuation of these studies could be seen to have very great potential benefit for the evaluation of the career education project.

Several different special devices were needed during the project. These devices were needed to determine the success of selected project activities and had to be specially designed for the project. Descriptions of the several that were prepared follow.

A workshop evaluation questionnaire was prepared and administered at the conclusion of each of the workshops. Their primary purpose was to acquire information about the organization and conduct of the workshop that others could use to design similar workshops but it also served to deliver information for direct project evaluation.

A Field Trip record was prepared for the purpose of collecting information about field trips undertaken by students. Because field trip information had been prepared and summarized for the 1970-71 school year this record was needed to bring together trend data about such visits.

A Counseling for Transfer slip was needed to identify how the postsecondary counseling program was meeting its goal for improved use of transfer options that existed between postsecondary institutions. This slip served to identify transfers and changes in their career choices as expressed to and reported by counselors.

Career Development Concepts Survey was prepared for administration at the beginning of the Summer Workshop and again at the end of the school year. This instrument, which possessed a two-part scale for each of the 16 concepts upon which the workshop was organized, had the potential for providing information about the congruence of teachers thinking and the selection and organization of the concepts at the beginning and end of the project year.

Instrumentation prepared for model use consisted of one case at the postsecondary level. This instrument package was prepared for use as an illustration of how research and development culminating in products such as audio-visual devices, guides or workbooks could be prepared and field tested for impact. Its preparation was motivated in large part because financial resources did not exist to have independently developed evaluation packages prepared for each of the dozens of devices and documents that the project generated. Therefore, an illustrative package was prepared much as an in-service activity; it was intended to make it easier for project staff members and faculty of education agencies to prepare their own packages as future materials were being developed.

The package was prepared for use with a tape cassette on apprenticeship programs. This package included pre- and posttest items, cover letters for distribution of instrumentation and instructions for use of the instrumentation by students and staff members in area high schools.

An effort was also made to assure that new instruments for the evaluation of career education programs would become available to staff members for their study and, if merited, adoption. Very little instrumentation could be anticipated from external sources, but several promising instruments were prepared through modification of instruments identified during the year. The Institute for Educational Development had, in contract work with the Center for Vocational and Technical Education of Ohio State University, developed parent, teacher, and student questionnaires which included items of interest to the Eau Claire project. From these instruments three abbreviated versions were prepared.

### c. Usability of Data

It was clear from the outset of the project that its developmental nature and the nearly total lack of proven instrumentation suitable for the evaluation of a career education project would make the evaluation effort one calling for compromises and the frequent application of judgement,--all intended to assure that evaluation expenditures would have a useful cumulative effect. The complete impossibility of operating from a true experimental paradigm having randomization associated with treatments made certain that conclusions about student attitude and achievement changes would be equivocal. No amount of pre- and posttesting could remedy this deficiency; indeed, because of this irremediable lack the irresponsible use of testing promised to assure that *false* conclusions about negative project impact would be invited. Consequently the evaluation procedures designed for continuation over years with the prospect they could often be modified and added to. They were intended to *minimally* establish (1) improved understanding of career flow patterns, (2) ample documentation of what had transpired during the project, and (3) the performances that the instruments and procedures of the year could contribute to continued longitudinal evaluation. Information about what had and what had not happened for staff and students would be respectably complete; information about the impact of the project on students would be equivocal but respectably comparable to that of other career education projects. A base for study of career education development in the Eau Claire area would be set.

### d. A Two-Year Plan

The position that has been taken with regard to project measurement activities is that they should focus on the collection of some data suitable for assessing the short-range impact of promising units, mini-courses or other experiences upon students *and also* on establishing points for trend-line analysis of cumulative project impact over the years. Therefore, the summer 1973 workshop included emphasis upon teachers becoming able to prepare special evaluation materials for mini-courses they develop; we wish to later assess the

TABLE I
RELATIONSHIP OF DRAFT DATA COLLECTION SCHEDULE
FOR PHASE I TO PHASE II AND OTHER YEARS

| Instrument | Grade Level | Previous | School Year Administrations |  |  |
|---|---|---|---|---|---|
|  |  |  | Phase I | Phase II | Later |
| **WDPI** Student Questionnaire | 3, 5, 7, 9, 12 |  | Nov., May | Nov., May |  |
| WDPI Student Questionnaire | 4, 8 |  | Nov. | Nov. |  |
| Pupil Questionnaire | 4, 8 |  | May | May | May |
| Parent Questionnaire | 4, 8 |  | May | May | May |
| Teacher Questionnaire | 4, 8 |  | May | May | May |
| Junior-Senior Survey | 12 | May | May | May | May |
| Guidance Services Questionnaire | 10, 12 | May | May | May | May |
| Ohio Vocational Interest Survey | 8 |  |  | Oct. | Oct. |
| Ohio Vocational Interest Survey | 10 | Oct. | Oct. | Oct. | Oct. |

short-range value of these activities through use of the materials they produce.

Long-range impact is more difficult to assess. During Phase I a variety of instruments and procedures were put into use. For example, the Ohio Vocational Interest Survey (OVIS) was administered to 10th grade students in October 1972; it had previously been administered in October 1971. During Phase II it is planned that the measurement pattern which has been developed will be continued, modified, and generally, expanded. In the case of the OVIS, its administration is again being scheduled for grade 10; in addition, it will be administered in grade 8, thus increasing the volume and usefulness of information elicited by it.

Most data collection scheduling for project evaluation is summarized in Table I. As is the case with the OVIS, other measures will, if their performance during Phase I has justified, be re-administered in original and modified form.

Long-range impact for some component activities is much more difficult to assess than others. This derives in part from the large turnover of students in post-secondary education at non-academic institutions of advanced preparation within each fiscal year. However, the District I Technical Institute has for some years conducted regular follow-up studies of its students and maintains information about sources of student enrollment. Counselor Record Slip use for the purpose of pinpointing specific project outcomes was introduced during Phase I. Also, staff Member Contact Records and other devices have been assembled during the same time. Therefore, by continuing to attempt to measure short-range outcomes through special studies, to use and expand upon prior information systems, and to identify additional measurement devices and procedures whose relevance, reliability and validity can justify their use, we will continually seek to identify and use new indicators of component effectiveness.

## 8. Eau Claire Public School Component

### A. Management:

The public school component was staffed with three full-time professional people whose salaries were supported with project funds and a project director who also served as Administrative Assistant to the Superintendent. Secretarial services were provided by one full-time person, the Project Director's secretary, and part-time clerks as the occasion warranted. In addition to the career education staff (team), all administrators of the Eau Claire School District, the Board of Education, and the local lay advisory committee (36 members), were involved in the management of the project.

To better understand the management approach employed during the past year, it is necessary to briefly describe the pre-project efforts of the Eau Claire Public Schools. A basic concern and commitment to career education and individualized curriculum by the Board of Education and key administrators dates back to 1964. Both Eau Claire high schools were among the thirty-four pilot schools in Wisconsin to develop high school vocational education programs. Initially, there were six programs which have now been increased to twenty-four. Career counseling services were added in 1967, and traditional career day activities were expanded. Traditional academic courses, such as English, were altered to allow for individual interests. The culminating pre-project activity, however, was a summer career education workshop conducted in 1971 and the ensuing system wide inservice program in the fall of that year. These events and activities provided the basis for a major thrust made possible by the first phase of this project , (February 4, 1972 - August 3, 1973), and further implemented during phase II, (June 1, 1973 - August 15, 1974).

The local lay advisory committee formed prior to phase I continued to provide advice and counsel throughout this grant period. The committee is composed of representatives from junior and senior high school student bodies, teachers, and the community.

The three professional staff members employed during phase I continued to serve during this grant period. Some minor changes in their roles were made. The elementary level staff member continued to serve as career education curriculum consultant but also spent a large portion of his time conducting small group guidance sessions with elementary children. The two secondary career education counselors continued to assist classroom teachers to develop curriculum which integrated career education concepts with established units of instruction but concentrated much of their time involving the secondary guidance staff in career education activities. Evidence of successes in these areas will be discussed later in this report.

The career education staff held regular weekly meetings to discuss problems, assign responsibilities, and plan strategies. Time was also set aside on a weekly basis to preview new resource materials. In addition, regular joint meetings between public school and vocational-technical school career education staffs were held to discuss topics of mutual concern.

While the project staff was assigned to the task of promoting career education and assisting teachers in integrating basic concepts into the existing curriculum, each building principal and administrative staff member was expected to assist in his/her building and/or department. Career education was, therefore, a major topic of discussion at the weekly Curriculum Council and monthly administrative meetings. Project staff discussed progress and problems with the administrator, these discussions resulting in joint decisions.

Classroom teachers were also part of the management team of this project. Teachers who had previously been involved in career education workshops and many who had recently completed graduate level course work on career education served as cadre and assisted other teachers develop curriculum. These teachers provided input into management decisions relating to the career education program.

The third party evaluator also made periodic on-site visits to discuss project activities. Both formal and informal reports were provided by Educational Testing Service, which assisted in management decisions.

B. Materials Production:

During the two years prior to this grant period, two workshops were conducted. A basic career education curriculum guide was developed by thirteen staff members during the summer of 1971. The first Part C Research and Development grant (phase I) provided funds for a second workshop in 1972. During that phase, fifty-four teachers refined and further developed the original guide. As a result of the three week effort, seventeen separate curriculum guides were produced. Each of the guides dealt with integrating the sixteen career education concepts into existing curriculums. In total, some 2,500 pages of copy were produced.

A follow-up workshop involving five special education teachers was held during the month of December, 1972. A two-volume K-12 special education guide was completed. The guide represents a suggested curriculum combining the basic special education curriculum, career education concepts, and the Wisconsin persisting life needs approach.* After reviewing these documents, the Wisconsin Department of Public Instruction requested enough copies of this guide for state distribution.

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*See EMR Curriculum: A Persisting Life Needs Approach, Bulletin No. 058-70, Wisconsin Department of Public Instruction.

This grant, phase II, made possible the further development of previously described curriculum guides as well as the establishment of several teacher-developed units.

A one week workshop involving thirty-three teachers was held in June of 1973. Each teacher, using previously developed career education guides, wrote units of instruction packages that he/she implemented during the 1973-74 school year. These units combined career education concepts and activities with existing instructional units. Evaluation activities were also built into the packages. Two copies of each package were produced, one for the career education staff file and one for the workshop participant.

Four guidance counselors worked with the career education staff during this workshop to develop a role description and sixth and ninth grade orientation programs for use during the 1973-74 school year. These activities will be further discussed later in this report.

The curriculum units and guidance programs developed during the 1973 workshop were field tested and evaluated during the past school year (1973-74). As a result of the successes reported, a similar curriculum writing workshop was held in June of 1974. The workshop was again composed of classroom teachers, guidance counselors, and media staff. Again, each teacher developed packages using the locally developed career education guide and established curriculum. Guidance counselors developed group guidance information programs and materials for use during the 1974-75 school year. Media staff assisted counselors and teachers with resource materials as well as slide presentations for classroom use.

As an adjunct to materials developed as a result of this grant, ESEA Title III funds were utilized to build and equip eight Porta-Cluster Carts.

These carts were stacked with information relating to occupational clusters to be used by individual students in the resource centers or by teachers in the classroom. The fifteen U. S. Office of Education occupational clusters were combined to the eight as follows:

Transportation and Communications
Environment and Agri-business
Personal Services
Manufacturing
Construction
Government Service
Health
Business and Marketing

Two carts were assigned to each of the four secondary schools and rotated each quarter. Therefore, each cart was assigned nine weeks in each school.

The Wisconsin State Department of Public Instruction featured the Porta-Cluster Cart program in its spring publication. As a result of that article, several educators from across the nation contacted the public schools for information about the program. In an effort to satisfy these requests, an informational packet was developed and distributed. See Appendix

C. Project Goals:

The Eau Claire Public Schools career education component was dedicated to six major goals. These goals were:

I. To provide adequate career counseling and guidance services for students, parents, and teachers.

II. To develop student self awareness and favorable attitudes about the personal, social, and economic significance of work through planned learning activities.

III. To establish programs, K-12, designed to develop student awareness in terms of the broad range of options open to each person in the world of work.

IV. To establish programs, beginning at the junior high school level, designed to provide career oriented and meaningful exploratory experiences for students.

V. Programs at grade levels 10 through 12 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative educational opportunities available to all interested students.

VI. To establish programs designed to provide the placement of all exiting students in either a job, a post-secondary occupational training program, a baccalaureate program, or other pursuit of their choice.

Toward accomplishment of these goals, the focal point of the project's efforts was determined to be the classroom teacher. Career education team members provided consultation services, locally produced guides and commercially produced materials, and various other forms of assistance in aiding teachers integrate career education concepts into traditional activities and units and the general curriculum.

Standard project procedure involved conducting general group sessions for the purpose of introducing teachers to career education concepts and project goals followed by one-to-one contacts between a team member and a teacher to develop specific career education activities and units.

Following is a description of some of the special services provided teachers, counselors, and building administrators by the career education team and some activities and units designed cooperatively by a career education team member and district staff.**

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**The following services, activities, and units described do not constitute a complete listing, but are only a small representative portion of the total project endeavor. A five-point rating scale was used to determine the effectiveness of each goal. The scale: 1) fully successful, 2) moderately successful, 3) minimally successful, 4) unsuccessful, and 5) insufficient information. A self rating concludes discussion of each goal.

Goal I - Services and Activities:

Many materials to aid the integration of career education into the curriculum were provided classroom teachers. The seventeen locally produced career education guides developed during phase I by grade level, K-6, and in subject areas, 7-12, were used by teachers and discussed at inservice and departmental meetings. These guides represented over 2,500 pages of different activities and units that can be taught on various grade levels and/or in subject areas.

Materials totaling $7,500 were purchased through Title III during phase I and $5,500 during phase II and were equally divided among grades K-6 and 7-12. These materials included films, filmstrips, records, cassettes, work kits, published materials, and the Porta-Cluster Carts previously described. These materials were distributed, demonstrated, and discussed with the staff by career education team members.

A community resource guide listing over one hundred area businesses and agencies was developed during phase I and provided pertinent information concerning field trips, available speakers and resource people, and a general resume' of the characteristics of the business or agency, and this was also used during phase II. These guides were available to all elementary and secondary schools for use by the teachers. A supplement to the community resource guide listed over eighty area businesses and agencies and provided detailed job information including nature of work, hourly wage rate, typical number of job openings yearly, and training necessary to qualify for employment. These supplements were placed in the guidance departments and media centers of the secondary schools.

Several low cost or free publications providing information concerning national, state, regional, area, and local employment opportunities were placed on the professional reading shelves in the four secondary schools as well as in the Porta-Cluster Carts.

Local guidance staff increased their direct involvement in the career education program during phase II. One counselor from each secondary school participated in each of the summer career education curriculum writing workshops in 1973 and 1974. During this time role descriptions were developed, and group guidance activities were developed. Examples of the group guidance activities planned and executed during this grant period (phase II) were sophomore orientation, a three day activity involving the guidance, English departments in cooperation with library staff; a post-high school opportunities night was developed and conducted on November 12, 1973. This activity involved 97 resource people representing 28 occupational areas. Parents and students were invited to attend and talk to resource persons of their choice. Approximately 300 parents and students took advantage of this opportunity.

Guidance staff members from all secondary schools cooperated with media personnel and secondary career education staff to develop a comprehensive sixth and ninth grade orientation program. In each case a slide-tape presentation was developed to provide information about the junior and senior high school physical facilities and programs. This presentation was followed by both group and individual counseling sessions designed to assist the student plan an appropriate schedule.

The Ohio Vocational Interest Survey (OVIS) instrument was administered at both the eighth and tenth grades. This was a cooperative effort of guidance staff and either social studies or English classroom teachers. The guidance staff interpreted the results and discussed its implications with each student.

High school guidance staff developed a Pre-Employment Package for seniors. This package included information about self assessment, job hunting techniques, and sources of employment. To complement this activity, informational packets concerning post-high school education opportunities, application and financial aids, and requirements were also distributed.

Students were also referred to the Wisconsin State Employment Security Department for assistance. WSES registered each referral, administered the General Aptitude Test Battery (GATB), and provided employment counseling.

To further define the future role of secondary guidance staff in the Eau Claire Public Schools, a series of meetings involving guidance counselors, building administrators, and Central Office staff were held. District policy regarding guidance services was discussed. Future plans in this regard include seeking assistance from the Wisconsin Department of Public Instruction pupil services consultant.

Finally, as a result of the successes reported in the elementary group guidance activities, the local administration and school board decided to add two full-time elementary guidance staff members during the 1974-75 school year with additions to be made in the future.

The activities just described are but a few examples of the efforts to redirect guidance staff and services in the public schools. There can be little doubt that this grant has had an impact on improving guidance services to students and increased the involvement of guidance personnel in the career education program.

Eau Claire School System parents were made aware of the career education project and the opportunities afforded their children through an organized public relations effort on the part of the career education team and the schools.

Team members made formal presentations relative to the project and its goals at several PTA meetings, particularly on the elementary level. Also, elementary school career education units and programs made an effort to use parents as resource persons whenever possible, e. g., Boyd Elementary School sixth graders were given an opportunity to spend a full day on the job with one of their parents.

Various junior and senior high school courses had career units which included activities that encouraged students to discuss with their parents work, the work ethic, life's values and goals, personal aptitudes, attitudes, and philosophies.

Career education newsletters were published at both senior high schools with the intent of informing students and parents of the most recent developments in career education. A quarterly newsletter, originating in the Central Administration building under the auspices of the Director of Personnel, has a circulation of 15,000 in the community. This past year, a significant number of its columns have been dedicated to the system's career education project.

Limitations:

In estimating the success of Goal I, consideration must be given to the general acceptance of the career education project by students, parents, administrators, counselors, and classroom teachers.

Acceptance appears to have been directly correlated to the amount of personal exposure to career education experienced by an individual within any particular group.

Students whose teachers endorsed the basic tenets of the program and manifested this endorsement through integration of career education concepts into the curriculum were able to provide positive public testimony to the program's benefits. Because of the influence of these students, their parents often became strong advocates of the career education project.

However, those students receiving only cursory exposure to career education concepts often seemed to display a general confusion as to the ultimate aims of the program and thus were generally apathetic in their support. This attitude was sometimes demonstrated by their parents.

Similarly, this personal exposure factor influenced the attitudes of classroom teachers relative to career education. Many of the teachers who had been participants of summer workshops or enrollees in the graduate extension course in career education taught by two Eau Claire project team members were enthusiastic supporters of the program and made conscientious efforts to integrate career education concepts into the existing curriculum. However, teachers without such background often appeared reluctant to endorse a new educational trend, choosing to remain with a traditional approach to traditional learning activities and units.

School counselors and administrators also varied in their individual commitments to career education. This variance can be explained partially through consideration of the previously mentioned exposure factor and partially through personal role perception. Concerning the latter, some administrators and counselors, though accepting the basic philosophy of career education, adopted the attitude that its integration was the exclusive task of the career education team. Other limitations affecting counselor involvement relates to the role description of guidance counselors as perceived by administrators and counselors themselves. As was previously mentioned, efforts have and will continue to be made to eliminate problems in this area.

General Rating: 2

Goal II - Services and Activities:

Toward development of the concept, "An understanding and acceptance of self is important throughout life," several classroom activities, instructional materials, and consultant and counseling services were provided classroom teachers and students by the career education team. Throughout the grade levels, several classroom activities, units, and programs promoting student self awareness were also designed to develop favorable attitudes about the personal, social, and economic significance of work.

In the elementary grades, several commercially produced kits were provided to enhance traditional units concerning dimensions of personality, human development, personality development, and peer adjustment. Many locally developed activities and units involving self concept were also used in the elementary grades. Unit titles offer some indication into the nature of the activity, e. g., "Who Am I?". "How I Have Changed," "Things I Do Well," etc.

Similar materials, both commercially and locally produced, were used in all academic areas on the secondary level.

Both the seventh grade science students and senior mathematics students utilized variations of a personal data sheet in class discussions of the individual, his/her abilities, interests, and attitudes relative to career opportunities in science and mathematics.

A ninth grade English unit at DeLong Junior High School concerning leisure time activities featured a student-parent survey and inspired a subsequent classroom discussion centered around personal values and life's goals.

A human relations kit was used in a sophomore special education unit entitled, "You, Your Personality, and Your Future."

Junior English students at Memorial High School were involved in various types of self awareness activities using a unit entitled, "Man and His Activities," while senior social studies students related Maslow's Hierarchy of Needs to a hierarchy of career needs during a special unit.

Similarly, physical education classes, K-12, stressed positive self concept, recognition of individual differences and limitations, and task specialization based on individual skills in all activities.

Many more specific examples of activities and units based on self awareness can be cited on all elementary grade levels and in the areas of industrial arts, home economics, business education, etc., on the secondary level.

Several guidance and counseling services in the system's four secondary schools related self awareness and career education. Earlier reference has been made to the informational programs operated for sixth and ninth graders relative to scheduling for junior and senior high school, respectively. The ninth grade program had the added dimension of one-to-one counseling, as the North High School director of personnel and career counselor met with individual DeLong Junior High School students after the group presentations.

Orientation programs for sophomores, cited earlier, combined the efforts of academic departments, guidance personnel, and media specialists, while career team members served on a consulting basis in development of these programs. Also, as was indicated earlier in this report, the joint effort of classroom teachers and guidance staff in the administration and interpretation of the OVIS and the Self Directed Search contributed to furthering of this goal.

Limitations:

The development of student self awareness was the strongest part of the entire career education program; the elementary grades proving exceptionally strong in this area. Several individual courses on the secondary level featured learning activities which stressed self awareness and development of favorable personal attitudes, but many of these units lacked continuity and were separate entities rather than part of a total program. In contrast, the concept of self understanding and acceptance seemed to pervade most elementary educational endeavors.

General Rating: 1

Goal III - Services and Activities:

Several activities, units, and programs were developed during the school year, which enhanced student awareness of the several career options available to each individual. Generally, career awareness activities and units follow an organized, sequential pattern, K-12. Kindergarten through grade six is a discovery period, grades seven through nine is an exploration period, and grades ten through twelve are dedicated to career preparation. To allow for individual differences, flexibility has been built into the general program.

Many classroom activities and units depicting these three career awareness stages have been previously described in this report and involved community resource speakers, student field trips, career education units, and career programs. The joint efforts of the classroom teacher, school counselor, and/or career consultants, career counselor and others in development of these learning activities have already been noted.

During phase II, the public school staff continued to make extensive use of community resource people and expanded small group and individual field trips to supplement classroom instruction.

Elementary schools conducted field trips to local businesses and industries. As an example, one elementary class visited two local shopping centers; following an informational field trip, each student was assigned to an employee and spent two or more hours actually working with the adult employee. Classroom discussion preceded and followed this activity. In another school, each child was released to spend the day at work with the mother or dad.

Career education resource centers were created in some elementary schools. These centers operated on a rotating cluster basis; i. e., one of the fifteen career clusters designated by the United States Office of Education was exclusively featured for a particular time period. The resource center contained printed materials, records, tapes, films, filmstrips, etc., depicting the several career opportunities available in that career cluster. Students were also given opportunities to listen to resource people employed in professions related to the cluster and were able to inspect and operate some of the actual "tools-of-the-trade" . Different career clusters were featured on a regular basis throughout the school year.

Professional reading shelves or corners stocked with career education materials were maintained in many of the elementary schools. In addition, purchases made during this grant period significantly increased the number of career education materials appropriate to the elementary level available to teachers and students. These materials are located in the Instructional Materials Center (IMC) for the district and available to teachers upon request.

Secondary schools also made significant efforts to increase opportunities for students to increase their awareness of career options. The junior high school curriculum, while always dedicated to exploration, increased the number of mini-courses offered. A survey course in health occupations, physical education, expanded social studies units, and industrial education programs are some examples of these efforts.

The orientation programs developed by the guidance department provided greater awareness of the exploratory classes available. The OVIS test to eighth grade students provides further evidence of this effort.

Senior high school curriculum offerings provided for continued exploration as well as skill preparations for those who had made tentative career choices. At this level also, additional courses were added to the curriculum, which were designed to increase student awareness of career opportunities. Classroom teachers in many academic areas related their subject areas to careers when appropriate. Porta-Cluster Carts previously described were used by teachers to assist in this endeavor.

Guidance staff on the senior high school level developed many group activities to further student information concerning careers. The administration and interpretation of the OVIS in the tenth grade and the Self Directed Search are examples of the effort. Many group activities were also sponsored by the guidance staff. The Post-High School Opportunities Night involving 97 resource people is just one example. Materials such as the Pre-Employment Package and Senior Guidelines were among other efforts of the guidance department to increase student awareness.

School librarians and media specialists maintained professional libraries in each of the four secondary schools. Teachers, counselors, and administrators were provided professional journals, periodicals, and books relative to the latest developments in career education.

Limitations:

Increasing student awareness of the many carer options available was an essential part of the total K-12 career education program. As has been indicated, significant efforts were made. Additional commercial materials were acquired which assisted in this thrust. The limitations of the unavailability of practical experiences in some areas result in many awareness activities being based on theoretical consideration. Many, seemingly unnecessary, barriers imposed by society and various organizations would have to be removed before this goal could fully be achieved.

General Rating: 2

Goal IV - Services and Activities:

Several innovations in curriculum allowed for expansion of career exploratory opportunities for junior high school students.

The flexible modular scheduling and the mini-course concept has greatly aided achievement of this goal. Some full-year academic courses such as science have been abandoned and replaced by specific short courses. Students select from among these to complete their requirements.

Several additional elective courses have also been added to the curriculum. Examples of these mini-courses include: health occupations, fly tying, aviation, art classes, agriculture, home mechanics, bicycle repair, construction industries, manufacturing, and recreational sports.

These curriculum innovations were complemented by the integration of career education concepts into the traditional subject areas.

A logical extension of this effort included the addition of new elective courses in career orientation and preparation on the senior high school level. Toward this end, the industrial education, business education, home economics, and marketing and distribution departments provide both exploratory and vocational preparation in many occupational areas.

Memorial High School added an industrial arts course entitled, "Elements of Industry," and an English course entitled, "Practical Reading and Writing," which emphasized career exploration and preparation. Efforts of guidance staffs, both on the junior and senior high school level, were directed toward the developing of greater student awareness of curriculum offerings in grades seven through twelve and to making each student view these school years as a total experience in preparation for the future. A culminating activity in these efforts was conducted by the North High School director of pupil services, who surveyed each senior as to post-high school plans, then invited representatives from industry and business, the military, the university, and the technical institute to meet with the different student groups and individuals on a casual, informational basis.

Limitations:

Significant progress towards achieving this goal has been made. While the expansion of the academic has not been affected in all departments, most academic teachers have tried to relate their instructional program to individual interests. Guidance activities have greatly increased, and an orderly plan for continuation of these activities has been developed.

General Rating: 1

Goal V. - Services and Activities:

For the past three years, enrollment figures indicate a trend of high school students electing more courses designed to provide them with marketable skills and/or which will provide them with foundations for advanced post-high school training. Vocational education courses, practical English courses stressing reading and writing skills, and advanced mathematics and science courses are some of the curricular areas reflecting this trend.

The OVIS test profiles for each building continue to show that more sophomores than in previous years are considering alternatives other than a four-year college program, as they make career plans. Locally administered surveys to students and parents also indicate this trend.

Speculatively, this effect is partially the result of the career education project's efforts in assisting the total senior high school program develop attitudes, behaviors, and techniques to find, maintain, and advance on a job.

Counselors of both high schools cooperated with the Wisconsin State Employment Security Department in the job placement of students through a new program entitled, "The High School Orientation Program," (HOPS). Prime program purposes were to familiarize students with the functions of WSES and to provide practical information on job seeking. The program's culminating activity included registration of students with WSES.

Vocational education and special education teachers in both high schools worked with school counselors and area employers in student job placement. Several area employers and representatives of public and private agencies and enterprises were available to talk to small groups on a one-to-one basis with students.

Students and parents were provided the most current and pertinent information on available post-high school education and training programs through the cooperative efforts of the librarians, media specialists, counselors, classroom teachers, and career education team.

Printed materials, cassettes, films, and filmstrips described various post-high school career opportunities or advanced training programs. These materials were supplemented by periodical visits to the high schools by representatives of colleges, technical institutes, private training schools, the military, and other public and private institutions and agencies.

Officials of the local university and technical institute cooperated with the high school counselors in planning individual or group tours of their respective facilities by high school seniors. Other activities previously mentioned such as the Post-High School Opportunities Night and the Pre-Employment Package were designed to provide up-to-date information on careers in a variety of professional, technical, skilled and unskilled occupations.

Limitations:

The degree of attainment of Goal V shows improvement over phase I. Activities conducted and materials used were designed to provide current information to students and their parents, which would assist them in making appropriate decisions. The number of students who took advantage of these opportunities could have been greater. It is also difficult to determine what effect social and economic conditions had on student decisions.

General Rating: 2

Goal VI - Services and Activities:

Placement has not traditionally been considered a function of the public high schools. Assistance, however, has always been provided graduating seniors to gain enrollment in colleges or universities. During both phase I and phase II of this career education project, considerable effort has been made to improve upon and to expand this service. To this end, a number of activities, most of which have already been discussed, were developed.

The OVIS and the Self Directed Search tests and the exploratory experiences available provided students opportunities for increased self awareness. The Post-High School Opportunities Night and other career day activities and field trips provided increased knowledge of the career options available to each student.

Classroom teachers integrated, to a varying degree, career-related information in the academic curriculum. The Porta-Cluster Carts and career resource centers assisted in this endeavor.

The Pre-Employment Package as well as mini-courses in such areas as Man and His Activities and Practical English increased student skills in finding, getting, and holding a job. The number of vocational courses designed to provide students with salable skills were increased, and enrollment in established programs have experienced growth.

To further complement these activities, there was increased direct involvement in placement by class counselors. Attention was given to students not going on for post-high school education. Referrals were made to WSES and other employment agencies.

Limitations:

The degree of successful attainment of Goal VI was good, but improvement is planned. The class counselor was called upon to assume the major responsibility for this service. Two major problems must be overcome if this goal is to be fully achieved. First, high school placement personnel must have the opportunity to become more knowledgeable about the many career fields. Most teachers and/or counselors have not held full-time employment in other than educationally related occupations. Secondly, although progress has been made during this grant period, administrative expectations and perceptions of the role of the counselor must undergo change. In spite of these limitations, however, students did receive increased placement services during the past school year. Plans have been initiated to continue improvement in this area.

General Rating: 2

Projection, Summary:

During the course of this project, the career education team has maintained continuous review of the several aspects of the total career education program and has cooperated with administrators, counselors, and classroom teachers in planning for the expansion, revision, and/or reinforcement of many existing career education activities, units, and services. Also, the same groups have designed and prepared for implementation several new services and programs effective the 1974-75 school year. Impetus for initiation of many of these new programs and services was based on program limitations observed during the past two years and previously recorded in this report.

Among some of the innovations scheduled for the approaching school year:

(1) A summer workshop will be conducted which will involve approximately thirty classroom teachers, administrators, and counselors, K-12, working individually or in small teams to produce additional career education units for integration into the on-going curriculum.

Also, it is planned that the career education graduate extension course offered the past five semesters through the University of Wisconsin-Stout at Menomonie, Wisconsin, and taught by two members of the Eau Claire Public School System will be offered again.

To date, approximately 350 of 575 Eau Claire Public School teachers have been summer workshop participants and/or have completed the career education course. The future summer workshops and subsequent course offerings should substantially increase this total.

(2) Guidance departments at the four secondary schools will continue to meet on a regular basis and plan cooperative programs with academic departments within the school and other guidance departments in the other three schools.

Expanded guidance services for all students, grades seven through twelve, will be initiated next school year. On the junior high school level, these services will include more comprehensive information and orientation programs for seventh and ninth graders and a vocational interest testing program for eighth graders.

Senior high school students will be provided a sequential career guidance program, sophomore through senior year, featuring group and individual testing and counseling services and culminating in a Post-High School Opportunities Week, which will allow seniors and their parents opportunities to investigate all aspects of any particular post-high school career plan.

Seemingly, this type of organization will provide more continuity to the total career guidance program, 7-12, offer a balanced program directed toward all students, and provide parents and students with the most current and pertinent information relative to post-high school career endeavor.

(3) Several new introductory career course offerings were added to the 1973-74 junior high school curriculum, including secretarial science, data processing, accounting, and distributive education. Also, a health career

course was added at Central Junior High School.

Also, commitments by secondary building administrators suggest that other courses geared to career exploration and preparation will be added contingent upon student need and demand.

(4) Eight Porta-Cluster Carts, each featuring films, filmstrips, slides, cassettes, and published materials, describing the several specific opportunities within a general career cluster, will continue to rotate among the four secondary schools. Materials will be monitored, replaced, and kept current.

(5) A committee composed of teachers, counselors, and district administrators will meet regularly to maintain a high level of commitment and involvement in career education.

(6) Local funds have been appropriated for the coming year for the purchase of current materials and inservice.

In summary, this report reflects the general self appraisal of the Eau Claire Public Schools career education program, whose efforts date back to 1965. While problems and weaknesses have been identified, there is evidence of significant progress and success. Plans have been made to deal with problem areas and to strengthen areas of weakness. There exists a strong commitment on the part of the Eau Claire Board of Education, administration, and staff to continue to develop and improve the existing career education program. To this end, local funds have been appropriated.

## D. Dissemination:

Information and materials concerning career education and, specifically, the Eau Claire project, received wide dissemination during the past year. Considerable effort was made to provide information about the project to the various local publics as well as interested school districts around the state and nation.

As indicated earlier in this report, an extensive inservice effort involving teachers and administrators kept all staff throughout the Eau Claire School District informed as to project activities. The Claireon, an in-house newspaper distributed on a regular basis, devoted considerable space to career education and this project. The cadre of workshop participants held several grade level and/or departmental meetings dealing with curriculum revision throughout the year. Administrators and Curriculum Council meetings dealt with management problems and progress of the project.

The local publics were reached through a variety of media by project staff, speakers to PTA's and other civic clubs and organizations, explained and defined career education and related project activities on numerous occasions. In an attempt to provide parents with specific information, several elementary school principals sent home monthly newsletters describing building activities and inviting parent visitation.

Local newspaper articles brought news of this project to local and area readers. In addition, a quarterly newsletter to parents with a circulation of 15,000 carried many articles describing career education activities and concepts.

More than fifty Wisconsin school districts requested and received direct assistance from the Eau Claire career education staff. This assistance took the form of presentations to teachers and administrators, assistance with workshops and inservice, onsite visitations to the Eau Claire project, and building tours to visit classrooms for observation. In addition, project staff made presentations at three state conventions and numerous appearances at the Wisconsin Department of Public Instruction.

Requests for materials and guides were received from hundreds of individuals and school districts. These materials were supplied at no cost and were often distributed in conjunction with a presentation by one or more project staff members.

The two-volume K-12 special eduation guide, integrating career education concepts into the regular special education curriculum, has received singular recognition by state and national educators. Requests have been received from the United States Department of Health, Education and Welfare for several copies; and the Wisconsin Department of Public Instruction, Division for Handicapped Children, will distribute copies of this guide to all state special education teachers.

Eau Claire project director attended a national career education meeting in Washington, D. C., and displayed samples of locally developed materials. As a result of these and other appearances, several requests for materials have been received from school districts throughout the nation and Canada.

## E. Transportability:

Transportability of this project has been, since the onset, of prime concern of project staff. Every effort has been made to assure that the Eau Claire career education program, concepts, and curriculum materials would be useful to other school districts and educational agencies. Toward this end, while the curriculum guides were written to be compatible with the Eau Claire Public Schools instructional program, they are, nevertheless, general in nature. The resource lists would also relate to most contemporary K-12 programs.

The two most significant transportable aspects of the Eau Claire project, however, are the philosophy and process which guided the development of the career education program. Past experiences with the numerous school districts assisted suggests that the prime concern is to define career education and the process of achieving the desired curriculum change.

The Eau Claire career education staff feels that work done here is indeed transportable, with some modification, to most public schools in the state and nation who have sufficient funds to support the program. This evaluation is based on the numerous requests for assistance from other school districts and the subsequent feedback received from them.

Although the Eau Claire Public School District had made significant efforts to develop a career education program prior to this project, the federal grant provided the necessary resources to hasten its development. Therefore, when assessing the transportability of the project outcomes, it is imperative to give consideration to the financial implications of such an effort. It would be very difficult for most school districts to undertake a similar effort without financial support from some source other than a local budget.

Throughout the duration of this project, the Eau Claire Public School District provided considerable local financial support to this project. Among the local contributions were the salaries of the project director, one project secretary, resource and instructional materials, local and out-of-district travel expenses of the project director, and other administrative staff support as needed.

## 9. Technical Institute Component

### a. Management

(1) The continuation of the project into Phase Two necessitated employment of the same staff members to pursue and complete various parts of the total project. The same individual was continued as the Project's Coordinator and the existing two consultants continued in their capacity within the system. The management at District One served as a guideline to dictate the structure of the people involved. The fourth person on the project was the full-time secretary hired two years ago to fulfill the functions and duties connected with her position.

(2) Because of the need for more audio-visual work to be completed in Phase Two, a full-time staff member was hired for the project. His title was Graphic Illustrator; his duties focused on the development and selection of audio-visual materials and equipment which provided information regarding specific occupational career opportunities to District One's public. He also assisted in identifying and scheduling visuals production, editing, previewing and evaluation, and determining effectiveness of current methods and materials.

(3) The State Board Staff Career Education Consultant from Madison continued to be housed at the Technical Institute; he was overseeing this project and other career education projects throughout the state. During the next fiscal year he will be housed permanently in Madison. From there he will continue to coordinate the efforts of this project with other projects existing in Wisconsin. He was, again, responsible to the Director, Bureau of Research, Professional and Student Development, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

(4) Weekly Progress Reports were continued through Phase Two, these were condensed into one weekly report; copies were then routed to the State Career Consultant, VTAE, the Third Party Evaluator from Educational Testing Services, Evanston, Illinois Branch, and the Assistant Director-Student Services. As indicated in Section Five, (supra) other documentary evidence was compiled through a more thorough record system developed by the Third Party Evaluator after the development of a Management Design System for the project by the career education staff members at Eau Claire.

(5) The Management Design System has been placed in the Appendix (A). Along with the design system a Career Education Program Structure (Appendix B), was developed which took an overall view of the project activities. This, along with the accurate documentation, has greatly aided the writing of the reports required for the

local staff members themselves, besides the State Consultants, the Directors, and the Federal Project Directors in Washington, D.C. A result of this has been the "Strategies for Assimilation-Career Education Project-VTAE District One" model for use by the school as one way of continuing the efforts put forth in the first two phases of the project.

(6) The Third Party Evaluator continued to make periodic visits to the site at Eau Claire; at that time various meetings were held and consultation took place as to the overall progress and development of the total project effort.

b. Materials Production

During the past two years two workshops were held; one was held during the transition from Phase One to Phase Two, and the other was held at the end of Phase Two, for two weeks. In the first one, twenty-seven workshop participants developed curriculum packages which were used during Phase Two to establish whether career education concepts and ideas were being integrated into the classroom. In the instrumentation phase (to be discussed later in Project Goals), it was found that indeed career education was showing some impact. These curriculum packages or units were utilized at various times during the entire academic year.

During this last workshop, twenty-three workshop participants again developed packages or units which attempted to integrate career education into the classroom. It was hoped at that time that the ending of the federal funding would not mean an end to integration; undoubtedly it will not affect that aspect of continuation of the ideas and materials produced this summer. A Career Education and High School Relations Coordinator position has been established and filled; hopefully, further integration of career education will continue. At this time, things seem very positive.

With the above two workshops held, many products useful to the school, staff, and students, were developed. Besides these, of course, were the continuation, and further integration, of products developed and produced during the first phase of the project at Eau Claire. Those materials found useful were updated, revised, and disseminated. The assimilation of those materials has been projected into the future in the Assimilation Strategies model in Appendix C; all the materials have crossed the several divisional areas within the Technical Institute, besides those pertinent to the outlying schools being distributed to them.

A list of materials tentatively produced during the past two years has been suggested in Appendix D of this final evaluation. Most of these have been continued or assimilated into the plans of the school or by other organizations or agencies within the District One boundary areas.

This has indeed made many things seem very worthwhile. In terms of the role of each of the Career Education Consultants performed during this time period, flexibility was the key concept. From that standpoint, the integration attempts of career education within the Technical Institute has met with success that the staff could not have ordinarily felt otherwise.

The discussion of each component in terms of project goals has been fully discussed in Part "c", following this section. Attempts were also made to view these components as necessary parts of various other sections of this final report; this was accomplished mainly to emphasize the cohesiveness of the project itself.

c. Project Goals for District One

The District One Technical Institute career education components were five in number; they were as follows:

1. Articulation with the Eau Claire Public School Career Education staff in implementation and use of materials in the K-Adult system. New materials will be considered jointly and pilot tested where most appropriate.

2. Cooperate with the Eau Claire Public School Career Education staff in dissemination and/or transporting models of Eau Claire Public Schools and VTAE District One project activities and to jointly or independently provide orientation services according to the needs of the requesting group.

3. Assist and coordinate in field testing 1973 workshop materials; provide consultant services to workshop participants, District One Departmental staff and staff to other districts.

4. Articulate with area agency and institutional personnel who provide consultation services so as to improve the coordination of the delivery of information and services.

5. Survey, up-date, develop and disseminate information about learning and career resources which are available in the business-industrial community of the area.

These five components describe in general the activities which the career education staff involved themselves. The description and discussion which takes place for each component summarizes those activities which were pertinent and which did lend themselves to an accurate documentation of its activities. In terms of the effectiveness of each, these were evaluated by the career education staff and reported in section five of this final evaluation. However, they are briefly noted as to their successfulness at the end of each component discussion.

Component 1 - Articulation with the Eau Claire Public School Career Education staff in implementation and use of materials in the K-Adult system. New materials will be considered jointly and pilot tested where most appropriate.

Within this particular objective several items should be noted. In terms of an objective for this component, i.e., to hold joint administrative monthly meetings, this has been documented on the next page. Those on the project who were in attendance have been checked accordingly. These meetings were helpful in planning and revising those activities that were held jointly between the Public School and the Technical Institute. They also assisted in developing further articulation efforts between the two different levels of educational institutions, besides communicating ideas that were being attempted in other educational institutions that were involved in career education projects and activities. Agendas were prepared in advance and in several instances included state personnel in career education who relayed information to local project staff concerning the efforts which continued at these higher levels.

It was felt that the educational awareness and self-awareness of those for whom the project was designed gained the necessary assistance from staff at both the K-12 public institutions and the post-secondary ones. Film previews were held jointly and in many cases the materials were purchased for the benefit of the student clientele they served and were to serve in the future.

Materials were exchanged between the public schools and District One which was found to be useful to each. The film previews and materials' exchanges which took place, whether at the periodic meetings recorded on the following page or those cited in the previous quarterly reports of this project, were further enhanced by the Counselor's Conference held again in the late fall for educators from the surrounding geographic area and the dissemination of a Monthly Newsletter from the Assistant Director-Student Services office. This type of information was then directed to the students who wished to become acquainted with it.

Other project activities which assisted in the development of ideas dealing with enhancing one's educational awareness and self-awareness were made apparent by the administering of the Student Interest Survey, more appropriately called the Career Objective Analysis Survey. Students in grades 9, 10, and 11, in almost all of the schools in District One's geographical area, including the large population centers of Chippewa, Menomonie and Eau Claire, indicated their preferences regarding career choices by selecting from an extensive list of career areas; well over 8,000 students participated. It is felt that this survey, completed in conjunction with the CESA Agency, will have great potential from the high

Objective a.1

## Record of Meetings For Articulation

Attendance

| Date | Orval Gabriel | Russ Mandy | Jerry Scott | Mike Thomas | Cliff Stanford | Jim Bowman | Tom Frisbie | Ian Smith | Jim Fisher | Bob Meyer | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6-4-73 | X | | | | X | | | | | | |
| June-Aug 73 | X | X | X | | X | X | X | X | X | | D. Norton |
| | Many meetings were held to draft and finalize the Final Report on Phase One | | | | | | | | | | |
| 8-13-73 | X | | | | | | X | | | | |
| 8-31-73 | X | X | X | | X | X | X | X | X | | |
| 9-6-73 | X | | X | | | X | | | | | |
| 9-10-73 | X | X | | | | | X | | | | |
| 9-21-73 | X | | | | X | | | | | | |
| 9-28-73 | X | X | X | | X | X | X | X | | | |
| 10-20-73 | X | | X | | X | X | X | X | | | |
| 11-21-73 | X | X | X | X | X | X | X | X | X | X | |
| | | | | | | | | | | also Wisconsin Career Ed. Consortium. | |
| 12-27-73 | X | | X | | X | (Messrs. Kopp, Beede, John Vodachek, & Dr. Boyle | | | | | |
| 1-25-74 | X | X | X | X | X | X | X | X | | | |
| 2-28-74 | X | X | X | X | X | X | X | X | X | X | |
| 3-15-74 | X | X | X | X | X | X | | X | | Rick Ott, A. V. Consultant, | |
| 3-21-74 | X | X | X | | X | | X | X | X | X | Wisconsin C.E. Consortium, Wausau |
| 5-8-74 | X | X | X | | X | X | X | X | X | X | |
| | | | | | | | | | | | |
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school and post-secondary school standpoint. Also, many students were contacted directly by this method concerning their awareness of careers, the educational standards necessary, and gave them some assistance for developing their own self-awareness.

Another activity which assisted students in developing a greater awareness of the world of work were the tours given them at the Technical Institute. Their awareness of vocational and technical careers was increased via this method or approach. This is documented more fully in a later component.

There was the establishment of the Educational Resources Center Learning Library at the Technical Institute also. Information through this approach could also be disseminated throughout the area to those who requested it. Students were able to receive career information about vocational-technical occupations through dissemination of material to the Eau Claire Public Schools by use of the "Porta-Cluster Cart." This is discussed in another section of the final report within the public school's section.

Teachers at District One and elsewhere received materials and services related to career education in several ways. One example cited here was the Career Development Class offered again during Phase Two to those interested. This was taught by two of the Career Education staff of the Public School, i.e., the Project Director and one of the counselors at the high school level. Others are discussed where appropriate to the specific objectives for the various components.

Many activities that were carried on during the project during Phase One and Phase Two have been listed in the Quarterly Reports for the past two years. Also, Appendices A, C, and D, documented other materials and procedures followed, exemplifying the many activities that promoted the concepts of career education which made their needed necessary impact on the students and staff who came in contact with the many articulation efforts of the project.

General Rating of Component 1:

Objective One - fully successful
Objective Two - fully successful
Objective Three - moderately successful
Objective Four - moderately successful

Component 2 - Cooperate with the Eau Claire Public School Career Education staff in dissemination and/or transporting models of Eau Claire Public Schools and VTAE District One project activities and to jointly or independently provide orientation services according to the needs of the requesting group.

This particular component enabled the career education staff to continue its work in identifying needs of those audiences who made requests for our services. Meetings were also held with the staff at District One Technical Institute via in-service, individual contact, and general curriculum development. There was also publication of information via the various media regarding the material that had been produced in Phase One and its continued updating and revision in Phase Two. New materials as they were produced were also publicized throughout the year.

As the needs of the audiences were identified, services were developed in response to them. They were kept within the guidelines of the project components, however. Guides, flyers, sample packets of workshop materials, brochures, and directories were produced, besides the development of several slide-tape packages to be used with the students at District One. Films, cassettes, filmstrips, slide-tapes, and videotapes were purchased after proper preview had taken place. The tentative contents of all materials purchased is cited in Appendix (E); it is titled "Career Information Audio-Visual Resources" and the material listed in it is housed in the Educational Resources Center at District One Technical Institute. It is the opinion of the career education staff that these materials have aided the development of one's career awareness when viewed. They were sent throughout the district when requested.

The audio-visual materials utilization had been projected into the future by one of the Career Education Consultants at District One, when the needs of the District One area increased. In the Appendix (F&G) are charts which depict the use of the audio-visual materials gathered for the career education project. It should be noted that basically the projections have held true; it has meant also that the library and audio-visual staff have had an increased workload placed on them. The numbers located on each graph were tentative, both for utilization and incoming materials. The materials utilization has greatly assisted in the acquiring of information for familiarization with career awareness ideas. These charts are currently being updated because the materials use has grown beyond the previous expectations.

Another aspect of Component 2 which necessitates emphasis has been the development of a Tour Guide and the giving of tours by a Career Education Consultant for the District. It was stated in a previous section of this report that attached to the Tour Guide was a short questionnaire. This was given to those groups who came here for tours of the facilities, i.e., basically the high school age groups. Documentation of this appears in a chart cited in the pages following this narrative. The general usefulness of the Tour Guide by others in the system is notated on the page called "Service Development Action Record." Formal documentation has been kept in the Weekly Progress Reports of the consultant. Also, two other records follow: these list some of the activities carried on by the District One Career Education staff in regard to Student Service and Formal Dissemination/Transporting Activities. Those materials that were revised and updated have been mentioned elsewhere in this report.

General Evaluation -- Component 2:

Objective One -- 2
Objective Two -- 1
Objective Three- 2
Objective Four - 2

The charts following on the next few pages were discussed in the body of this report, Component 2.

Objective b.1

## Need Identification Activities

| Date | Target Group | Activity (#Chronological) | Outcome | Action Initiated* Yes | No |
|---|---|---|---|---|---|
| 7-19-73 | Black-Hawk Tech. Inst. | Careers Directory information mailed. | To reproduce in own District | X | |
| 8-1-73 | District One and WBVTAE | Preview State Public Service Announcements prior to release. | Viewed written suggestions given. | X | |
| 9-18-73 | WWTI & Career Ed. Dir. | Visit to discuss mutual projects, etc. | Exchange of ideas | X | |
| 10-11-73 | Advisory Committee | Discuss transportation of activities & plans. | Acceptance of plan & details to Advisory Comm. | X | |
| 10-12-73 | Field Services Mtg. | Discuss plans, finalized on 10-19-73 | | X | |
| 10-30-74 | Field Services Mtg. | The "plans" brochure went to press, disseminated via Area Coordinators 11-73 to area schools. | | X | |
| 2-19-74 | CESA 6 Adm. | The Career Ed Coordinator made a presentation on our consultation services for their consideration. | | X | |
| 7-23-73 | UW-Stout | Graduate Class | Need for Tour Guide | X | |
| 8-3-73 | " " | Dr. Gilbertson & class | Full Tour (discussion) | X | |
| 10-1-73 | Ed. S. Class | Disseminated Career Ed. materials | Reaction favorable | | X |
| 10-17-73 | Augusta H.S. | Tour (Tour packets used) | | | |

Eau Claire
9-17-73
ETS-EO

Objective $b^1$

## Need Identification Activities

| | | | | Action Initiated* | |
|---|---|---|---|---|---|
| Date | Target Group | Activity (#Chronological) | Outcome | Yes | No |
| | | The following tour groups received information | | | |
| | | from Student Services (see b.3) | | | |
| 10-29-73 | 1 | Tour by Pepin High School | | | |
| 10-30-73 | 2 | Tour by Hudson High School | | | |
| 11-2-73 | 3 | Tour by River Falls H.S. | | | |
| 11-5-73 | 4 | Tour by Baldwin-Woodville | | | |
| 11-7-73 | 5 | Tour by Baldwin-Woodville | | | |
| 11-14-73 | 6 | Tour by Altoona High School | | | |
| 11-14-73 | 7 | Tour by Chippewa High School | | | |
| 11-16-73 | 8 | Tour by Siren Jr. High School | | | |
| 11-20-73 | 9 | Tour by Chippewa High School | | | |
| 11-21-73 | 10 | Tour by Cornell High School | | | |
| 12-3-73 | 11 | Tour by Menomonie High School | | | |
| 12-14-73 | 12 | Tour by Alma High School | | | |
| 1-14-74 | 13 | Tour by River Falls High School | | | |
| 1-15-74 | 14 | Tour by Osseo-Fairchild | | | |
| 1-22-74 | 15 | Tour by Cadott High School | | | |
| 2-12-74 | 16 | Tour by Stanley Boyd H.S. | | | |
| 2-26-74 | 17 | Tour by Chippewa Falls High School | | | |
| 2-27-74 | 18 | Tour by Bloomer Junior H.S. | | | |
| 3-22-74 | 19 | Tour by Cameron High School | | | |
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Eau Claire
9-17-73
ETS-EO

Objective b. 2

Service Development Action Record

Service Action Number (see b.1 record)

Date of Initiation: July 25, 1973

Target Group: Tour Groups

Specification of Action Requirement:

Developed a Tour Guide packet (to be used for several types of groups) - action started week of July 23, 1973. Subsequent meetings took place following initial meeting.

Action Record by Date

| Date | Action | Outcome |
|---|---|---|
| 8-13-73 | Final stages of the Tour Guide | |
| 8-20-73 | A.V. support needed for Tour Guide packet | |
| 8-24-73 | Nametage readied on Monday next | |
| 8-24-73 | Presented the Tour Guide to Student Services Dept. | |
| 8-31-73 | Difficulties emerge in A.V., etc., support on Tour Guide | |
| 10-1-73 | Delivered Tour Guide to C. Beede, Assistant Directors, etc. | |
| | for reactions. | |
| 10-4-73 | R. Bents stopped in for more Tour Guides | |
| 1-11-74 | Tour Guide Package (R) revised | |
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Objective b. 3

## Student Service Activity Record*

| Date | Target Group | Activity | Outcome |
|---|---|---|---|
| 7-24-73 | Stout Grad. Class | Project presentation | Articulation/dissemination with other schools. |
| 8-13-73 | " | Project presentation | " " " " |
| 8-15-73 | District One-Inservice | Project presentation | Articulation/dissemination with District One Staff. |
| 11-8-73 | Prescott High School classes | Slide series & discussion of District One services | Career Awareness |
| 11-12-73 | Career Develop. Class | Project presentation and Orientation slide series with discussion | Articulation with CESA 6 (Andy Suess instructor)<br>Project awareness & District One info. |
| 11-14-73 | Counselors Conference | Area school counselors, LVEC's & CESA personnel program co-sponsored by District One and Area "C" | Disseminated products and discussed items of common concern. |
| 11-14-73 | Career Night | Menomonie & Colfax Career Night, Orv & Art Kopp made presentations, slide series shown. | Effective career representation. |
| 11-19-73 | Graduate Class, US-EC | Presentation to Orientation to Vocational Education class on project. | Awareness, dissemination, articulation. |
| 11-29-73 | Rotary Club | Greenwood, Wis., "Orientation to District One presentation | Public Relations |
| 1-15-74 | Ellsworth H.S. Class | Slide series & discussion of District One services. | Career Awareness. |

*Links to b.1 and b.2

Eau Claire
9-17-73
ETS-EO

Objective b. 3

## Student Service Activity Record*

| Date | Target Group | Activity | Outcome |
|---|---|---|---|
| 2-18-74 | Gilmanton K-12 Staff | Career Education Orientation presentation. | Orientation to Career Education. |
| 4-22-74 | St. Bedes School | Slide series & discussion of District One | Career awareness/community resources unit. |
| 4-22-74 | ETN Career Ed Class | Presentation on Career Ed project to 50 grad. students throughout Wisconsin. | Career Awareness. |
| 4-24-74 | K-6 Staff Owen-Withee Schools | In-service presentation by Orv and Ian Smith on Career Ed. project, activities in the classroom. | Career Awareness. |
|  |  | All students who toured District One from 10-17-73 received information in the form of flyers and/or information from the Director of Admissions (see b.1). Also view data collected by the Data Processing Department for final tabulation. |  |
|  |  | All those who received a Careers Directory under Phase I |  |
| 2-73 | " | 8 page packet updates to the Careers Directory, follow-up with April Questionnaire on Careers Directory usefulness. |  |
| 11-73 | " | 38 page packet (17 flyers - new format) |  |
| 11-12-73 |  | Meeting with Art Kopp on update of Careers Directory, "Referral Agency Brochure." |  |
| 1-11-74 |  | Tour Guide Package revised |  |
| 2nd Semester | " | Dissemination of Career Objective Analysis Survey | To be re-administered to 9, 10, 11 grade students in following years. |
| 4-74 | " | 23 page packet (14 flyers, new format) 4 yet to work on for Fall |  |

*Links to b.1 and b.2

Eau Claire
9-17-73
ETS-EO

Objective b.4

## Record of Formal Dissemination/ Transporting Activities*

| Name of Item, Directory, Etc. | Dissemination/Transportation Practice | | | | |
|---|---|---|---|---|---|
| | Newsletter | Newspaper | TV | Radio | Orientation |
| 1. Sample packets (1972-73) continually sent upon request. | | | | | |
| 2. Guide in ERIC (#ED-068-634) information upon request, form letter (9-15-73) included this information. | | | | | |
| 3. Article on project 7-18-73 Sept., Nov. & into 1974. | | X | | X | |
| 4. Public Service Announcements (VTAE) on Channels 13 and 28 | | | X | X | |
| 5. Special news items in Student Services Newsletter (monthly) | X | | | | |
| 6. Component 5, Employer Survey Data delivered 2-15-74 to CESA LVEC's for dissemination to each community | | | | | |
| 7. Articles by staff (first Quarterly) | (1) X | Eau Claire LeaderXX | | X | (11) other |
| 8. Articles by staff (second Quarterly | (6) XXXXXX | X | | | ( 7) other |
| 9. Articles by staff (third Quarterly) | (6) XXXXXX | X | | | (13) other |

*Backup evidence would consist of files of newspaper clippings, Radio-TV releases, etc. For each tally there should be a backup record.

Eau Claire
9-17-73
ETS-EO

Objective b.4

## Record of Formal Dissemination/ Transporting Activities*

| Name of Item, Directory, Etc. | Dissemination/Transportation Practice<br>Newsletter | Newspaper | TV | Radio | Orientation |
|---|---|---|---|---|---|
| 10. Attempts were made to obtain T.V. coverage of the 1973 summer workshop but news | | | | | |
| media said it was not important. | | | | | |
| 11. Sent information to the following agencies (flyer updates); this could also be | | | | | |
| listed under b.3 above concerning the Careers Directory. | | | | | |
| a. Bureau of Probation & Parole | | | | | One Set |
| b. Career Development Center | | | | | One Set |
| c. County Veterans Administration | | | | | One Set |
| d. Vocational-Rehabilitation Center | | | | | Four Sets |
| e. Department of Health & Social Services | | | | | One Set |
| f. Wisconsin State Employment Service | | | | | Four Sets |
| g. WIN (Work Incentive) | | | | | Four Sets |
| h. Information & Referral Center | | | | | One Set |
| 12. 2-8-74 Articulation efforts with K-12 Eau Claire -(visit to | | | | | |
| Homer DeLong High School for viewing slide series). | | | | | |
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*Backup evidence would consist of files of newspaper clippings, Radio-TV releases, etc. For each tally there should be a backup record.

Eau Claire
9-17-73
ETS-EO

Component 3: -- Assist and coordinate in field testing 1973 workshop materials; provide consultant services to workshop participants, District One departmental staff and staff in other districts.

An extensive amount of work went into these particular objectives of this component. Several forms were generated to document those contacts that were made with the staff at the Technical Institute during Phase Two, i.e., contacts which provided consultant services which were requested. The workshops held during the project's existence saw the development of many useful packages which recognized career education concepts and objectives at the post-secondary level. Those workshop materials that could be placed in the "Sample Packets," produced after each workshop, consisted of the written material; however, there were slide-tape presentations developed also. Throughout the year, staff at District One were contacted and helped in integrating their material into the classroom setting. This aspect of the Component met with more success as the academic year progressed and as other packages were utilized during the second semester of the 1973-74 academic year.

Work with the schools (K-12) in District One's geographic area, proved to be an objective which met with less than immediate success. The Career Education staff went to the surrounding schools to provide consulting time when requested; however, not many requests were made. Those that were, have been documented in the records which follow this narrative. This particular idea still remains as a problem in furthering articulation efforts with surrounding schools. Nevertheless, this may be aided by the appointment of a Career Education and High School Relations Coordinator to a full-time position on the Technical Institute staff at Eau Claire following the project's termination.

The basis for documentation of the effects of student outcome after being exposed to the career education curriculum workshop packages, existed during Phase Two of the project. This was discussed in the instrumentation section of this Final Report. The Career Education staff at District One and the Third Party Evaluator feel that positive results have and will occur as reported from the data collected via the Career Education Questionnaire, (see Appendix (H)).

The notes and materials gathered for documentation purposes have been extensive and alaborate. A sampling of a format used by the three consultants has been added to this component section. Others are housed at the project site. Activities that were somewhat connected with this objective have also been discussed in other sections of this report document.

General Evaluation -- Component 3:

Objective One -- 1
Objective Two -- 1
Objective Three - 2
Objective Four -- 1

The reader may refer to the Management Design System in the Appendix for the specific objective listings.

Objective c.3

### Record of Consultation

| Date | Noted in c.2 Yes | No | Group Description | Comments on Probable Outcomes |
|---|---|---|---|---|
| 10-29-73 | | X | Cliff Hermanson | Sent info on how to obtain chart in |
| | | | | window display. |
| 11-16-73 | | X | Stout Swap Shop | Another articulation effort (good) |
| 11-20-73 | | X | Joyce Mitchell | sent her more information and another |
| | | | (E.C. Public Library) | Careers Directory (being used) |
| 11-20-73 | | X | Earl Jaeger | Requested materials for Careers |
| | | | Director, Mid-State | Directory - he was sent the information. |
| | | | Tech. Institute | |
| 12-12-73 | | X | Ian Smith & Margeret | Took pictures of Kindergarten classes |
| | | | Storrs | for Child Care Assistant flyer (articu- |
| | | | | lation with K-12 aspect of flyer). |
| 1-9-74 | | X | Louis Davis | Student - counseled on aspects of |
| | | | | Placement and Career Education |
| | | | Dr. Mel Timmons | Requested me to speak to the Graduate |
| | | | Phyllis Villac | class in Curricuium at UW-Eau Claire. |
| *Also see Activity Liaison Assignment Log. | | | | |
| 2-7-74 | | | Requested to deliver speech on Career Ed to Thorpe High School | |
| 2-18-74 | ) | | | |
| 2-19-74 | )......... | ... | Served on the N.C.E. Committee for Aquinas High School in | |
| | | | La Crosse. | |
| 2-18-74 | | | Also services requested for Gilmanton High School, Orv took | |
| | | | care of this. | |
| 3-11-74 | | | Worked with Arlene Johnson's class, she requested services for | |
| | | | giving students opportunities to go through "Interview Process, | |
| | | | she will ask again in the spring for me to do this again. | |
| 3-18-74 | | | Spoke to Career Development class at Tech One about Career Ed. Project. | |

3-21-74 Went to Wausau to a Consortium meeting.

Eau Claire
9-17-73

## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - (COMPLETE) | STUDENT IMPACT-DATE | COMMENTS<br>(1) EVALUATION TECHNIQUE (2) NEW WORK ESTABLISHED |
|---|---|---|---|---|
| Marie Evans | 8-23-73 | (new program proposed for 1974)<br>(1 Yr. Child Care Asst. Program) | | Advisory Committee appointed and met 4-12-73.<br>Staff development committee met today - met again 8-30-73.<br>Proposal is to be submitted Oct. 1, 1973 to WBVTAE. |
| (Marie Evans) | 8-30-73 | | | Staff committee met with Christine Nickel (WBVTAE) to discuss the proposed program in detail. |
| Beth Rolland | 8-23-73 | (Beth will begin Unit Friday, Aug. 24) | | Student poll showed many in control group had previous poor exposure to A.V. techniques. |
| Jim Rolbiecki | 8-23-73 | | | Survey complete, but data not yet evaluated for implications to program changes. |
| Margaret Becker | 8-27-73 | | | Production should be complete in few days--she will give me final copy and discuss its implementation. |
| Irv Rounsville | 8-28-73 | Complete-will in course | use later | This unit is incentive to develop further "Behavioral Objective". |
| Virginia Quayle | 8-30-73 | Complete-will to 7 weeks (mid-Oct.) | use in 6 | Will contact Orv at that time. |
| Mike Johnson | 8-30-73 | Used one unit | | Good stimulator of discussion - Mike will now develop a "pre-test" and also to use other two units in a few weeks. |
| Charles Cooley | 8-31-73 | Unit 1 in use<br>(10 in class is ideal "small group") | | Chuck will develop at least two more units. |

## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - COMPLETE) | STUDENT IMPACT-DATE | COMMENTS<br>(1) EVALUATION TECHNIQUE (2) NEW WORK ESTABLISHED |
|---|---|---|---|---|
| Jim Rolbiecki | 9-12-73 | Jim to meet with Atkins on analysis | After Atkins analysis Jim will consider what program changes are to be made & we may offer to their Voc/ Tech. Schools for use in similar programs. | Jim has not found time to do the software on his instructional package unit also developed during workshop, but did use the evaluation form as a "self-evaluation" and for discussion purposes after the unit was covered in regular class technique |
| Stacy/Brechlin<br>Johnson/Bauer/ Birchler | 9-21-73<br>and<br>9-24-73 | Orv met with each supervisor of workshop participants to discuss units/elicit continued support and stimulate further interest. | | |
| Jim Rolbiecki | 9-27-73 | In process | ? | Jim will meet with Mr. Atkins tomorrow for data evaluation/interpretation |
| Virginia Quayle | 11-13-73 | Unit completed in class | Gen. positive | Virginia evaluated each sub-part and total. Other staff will use unit. she has asked for "release time" next semester to work on unit. |
| Margaret Becker | 11-20-73 | Complete | Negative | Teacher evaluation of impact indicated one unit too elementary (mostly A's and one too difficult.) Teacher also not comfortable with materials, perhaps a teacher with experience in the areas covered would be more favorable. |

## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - (COMPLETE) | STUDENT IMPACT-DATE | COMMENTS<br>(1) EVALUATION TECHNIQUE (2) NEW WORK ESTABLISHED |
|---|---|---|---|---|
| | | INSTRUMENT ADMINISTRATION | | |
| 1. Beth Rolland | 12-7-73 | to administer to 11 students who had and 11 who did not experience her AT unit. | | |
| 2. Marie Evans | 12-7-73 | to administer to 35 adult students in child development classes. | | |
| 3. Virginia Quayle | 12-10-73 | to administer to 38 students in a class just completing her unit (also to have us her unit measuremen | | |
| 4. Margaret Becker | 12-10-73 | to administer to 22 students in a class who had her unit (also to give us her unit measurement) | | |
| 5. Jim Rolbiecki | 12-10-73 | to administer to 55 students in three classes. | | |
| 6. Charles Cooley | 12-10-73 | to administer to 7 students in a class of vocational science students (math student have already completed his individual class) | | |
| 7. Mike Johnson | 12-10-73 | to administer to 35 students in two classes who have experienced his unit. | | |
| 8. Irv Rounsville | 12-11-73 | to administer to a management class who have experienced his unit. | | |
| | | | | |
| | 12-18-73 | All questionnaires returned except two who would not administer them -- Jerry and Dan to process/evaluate. | | |
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## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - (COMPLETE) | STUDENT IMPACT-DATE | COMMENTS | |
|---|---|---|---|---|---|
| | | | | (1) EVALUATION TECHNIQUE | (2) NEW WORK ESTABLISHED |
| Cy Beyreis, Math | 9-11-73 | Complete | being used now | 1. Individual packets in Service Station Mech. | 1. set up bus. math in packet<br>2. identify c.e. elements & concepts in each packet myself. |
| | | | | 2. concepts & elements of C.E. superficially identified. | |
| Ed Hegland (Small Bus.) | 9-11-73 | Complete | being used | 1. self analyzer & worksheet #1 in my file | 1. come into class & discuss self concept - 6 hr. |
| | | | | 2. concept-self is important on page 58 activities listed in my text | 2. Discuss the "analyzer" in terms of C.E. |
| D. Moldenhauer | 9-11-73 | complete | have used (question (adequacy) | 1. Individual packet | 1. Evaluating materials & categorizing them (she would do) |
| | | | | 2. Practical application type | 2. according to level and CE concepts & elements |
| Pat Mattoon<br>Maurene Watson | 9-12-73 | AV not complete | tentatively in Dec. | 1. Pre/post-test (what careers are available in county Gov't.) | 1. graphics & slides need to be completed before script can be finished. |
| | | | | 2. Decision-making | 2. find out info on forms on programs in their area. |
| | | | | 3. awareness taking place | 3. preview package with them when complete |
| | | | | 4. surveys to show impact | |
| | | | | 5. student-teacher contract | |
| Janet Baltes | 9-12-73 | Complete | 8-20-73 | 1. opinionnaire (pre) aug.<br>2. " (post) Jan. to approx. 100 students. Packet modified) approach<br>*awareness & imp. of Math & careers. | 1. Interpret questionnaires when complete at the end of Semester. |

## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

|  |  |  |  | COMMENTS |  |
|---|---|---|---|---|---|
| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - COMPLETE) | STUDENT IMPACT-DATE | (1) EVALUATION TECHNIQUE | (2) NEW WORK ESTABLISHED |
| B. Van Gordon | 9-13-73 | Complete | Sept. | 1. Attitudinal questionnaires<br>2. He will use cognitive tests on the C.E. Guide (booklet for his class) | 1. meetings to be held in his classroom<br>2. Administer testing instruments in the near future |
| Issa Jetha | 9-21-73 (2nd semester) | OK evaluation sheet to be typed | 3rd wk in Oct. | 1. Has written an eval. sheet | 1. wants me in class in about three weeks (on careers) |
| Roberta Lewsi | 9-20-73 | OK complete | Oct. 15 | +experimented situations<br>+Ind. program (fulfill Psych. credit - occupational relations this has a problem area.) | 1. Questionnaire (Wk. study) look at results and giving reactions<br>2. Selecting various parts of the Westinghouse and make own package (also Future Shock)<br>3. Look in Life 1967 for "stress" chart. |
| Issa Jetha | 10-4-73 | In process Gwen to type) | Oct 3rd mtg. | Everything proceeding on course. I will be in his class later in the month. |  |
| Pat Mattoon<br>Maureen Watson | 10-15-73 (phoned) | AV work still not done | Set in Dec. | Same | a. no new work; will still preview package when complete<br>b. Maureen said she & Pat would take care of AV checks to see when to be completed. |

# 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - COMPLETE) | STUDENT IMPACT-DATE | COMMENTS<br>(1) EVALUATION TECHNIQUE (2) NEW WORK ESTABLISHED |
|---|---|---|---|---|
| Roberta Lewis | 10-8-73 | AV work still not done | Unchanged | A teacher on the staff is experiencing difficulties with one unit of the Westinghouse Unit. Students think Human Sexuality Unit is too personal for others to read. |
| D. Moldenhauer | 10-9-73 | " | " | Same as last time; said she will give it some more thought. |
| Ed Hegland | 10-10-73 | | Continuing | Ed said that the students enjoyed my presentation despite the AV hang-up in the 2nd class; he is continuing emphasis on some career education elements - none at this point; however, he said he may call on me as a guest lecturer again. |
| Maureen Watson | 10-30-73 | in process | Dec. 1 | She informed me to "bug off" - obviously frustrated about something. |
| Maureen Watson | 10-31-73 | " | " | I attempted to talk to M. Watson. She accused me of not being responsible and that I should have informed them of what the meeting was about before they got there - then she walked away not letting me even answer or reply to the charges. This in my opinion was entirely inconsiderate. |
| Pat Matoon | 10-31-73 | | | Talked to Pat about the problem; much frustration and confusion exists on this matter. A talk with Ralph and Dimencio followed on 10-31-73 |

## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - (COMPLETE) | STUDENT IMPACT-DATE | COMMENTS (1) EVALUATION TECHNIQUE | COMMENTS (2) NEW WORK ESTABLISHED |
|---|---|---|---|---|---|
| Issa Jetha | 10-30-73 | Complete | 11-6-73 | see attached questionnaire | Evaluate information rec'd. |
| Issa Jetha | 11-6-73 | used | 11-6-73 (returned info) | met and disseminated survey to | Liked the Ind. package approach |
| Issa Jetha | 11-15-73 | | | students | over the textbook |
| | 11-26-73 | bad | | Pat and Maureen's package hit the skids today. | |
| | | | | | |
| Ed & Bunk | 12-7-73 | next wk (1st semester) | | C.E. Questionnaire-OG | Will administer next week (Tues.) |
| Issa Jetha | 12-11-73 | 1st sem. | | C.E. Questionnaire-OG administered ques. | |
| Ed Hegland | 2-11-73 | " | | " " | |
| Van Gordon | 2-11-73 | " | | " " | |
| Cy Beyreis | 2-12-73 | " | | " - did not administer questions | |
| D. Moldnehauer | 2-12-73 | " | | " " | |
| Roberta Lewis | 2-12-73 | " | | " will administer in future (this week) | |
| Janet Baltes | 2-13-73 | " | | " will administer this week | |
| Roberta Lewis will give me some survey results on her Ind. Package. | | | | | |
| Ed & Bunk | | | 1-15-74 | Discussion of ideas for summer workshop - 1974 | |
| 4-19-73 Workshop participants | | | 1-18-74 | " " " " | |
| B. Van Gordon | | X | 1-22-74 | Discussed evaluation & accountability in curriculum work | |
| Janet Baltes | X | X | 1-22-74 | Discussed summer workshop (no) and interest survey forms for her pack. | |

## 1973 WORKSHOP PARTICIPANTS CONSULTANT LIAISON ASSIGNMENT LOG

| NAME/ AREA | CONTACT(S) | MATERIAL STATUS (IN PROCESS - COMPLETE) | STUDENT IMPACT-DATE | COMMENTS<br>(1) EVALUATION TECHNIQUE (2) NEW WORK ESTABLISHED |
|---|---|---|---|---|
| Virginia Quale | X | X | 1-31-74 | sending out package transportability -- hold until 2nd semester |
| Cy Beyrels | X | X | 1-31-74 | transportability - hold Cy's - send out D. Moldenhauer's |
| Roberta Lewis | X | X | 2-13-74 | working on acquisition of more career education materials for her |
| | | | | and Judy Rice. |
| Roberta Lewis | X | X | 3-1-74 | met again -- she will be running a control non/control group |
| Arlene Johnson<br>Ed Hegland<br>B. Van Gordon<br>Issa Jetha<br>Pat Matoon<br>Maureen Watson | | | | they will re-administer the Career Education Questionnaire-OG<br>in the spring. |

Component 4: -- Articulate with area agency and institutional personnel who provide consultation services so as to improve the coordination of the delivery of information and services.

The aspects of this particular component focused on those areas of the career education project which called for further development of articulation with information agencies. It should be noted that the District One Technical Institute had already developed and fostered the growth of many positive liaison contacts with area agency personnel. Career education since then has furthered this positive relationship as much as it possibly could in Phase One and Phase Two.

Individual contacts were initiated and carried on quite successfully with the area CESA agencies (Cooperative Educational Service Agencies; K-12) in this geographic region. As mentioned in a previous section of this report, Phase Two saw the continuation of the Counselor's Conference, a very useful articulation tool for all those involved in working with students at every level, Kindergarten through Post-Secondary. The evaluation of this articulation liaison activity was successful; the type of Post-Meeting Reaction Form used to decide this is located in the Appendices, i.e., cited as Appendix I.

Appropriate records of Liaison Committee Activity is cited in the following pages after this narrative in record form; as noted, there were several articulation groups which were initiated besides those that had been formed during Phase One. The Career Education staff members also represented the project and the Technical Institute at various functions and meetings when called upon; e.g., graduate classes, Lions Club, Kiwanis, school meetings, Consortiums, CESA Administrator's meetings, the Universities, other Technical Institutes, and a Regional Conference on Research in Guidance and Counseling (Region V) in Chicago. Participation in other workshops was also requested and responded to.

The Career Education Consortium meetings were well attended by the staffs of the Career Education projects throughout the state; state personnel were also present to reflect that level's views. This will continue next fall with a meeting already scheduled at La Crosse, Wisconsin, at the Western Wisconsin Technical Institute. The University Liaison and District One Committee, initiated in Phase One, was continued into Phase Two; however, an invitation to meet with these people and schools did not materialize as we had hoped. The academic and political climate at the post-secondary level at this time is not conducive to furthering greater articulation efforts. A "Record of Further Liaison Activities," noted as Objective d.2, cites other articulation meetings held during the year. The reason for the dates on those two pages not being exactly in chronological order is because of record-keeping and documentation being completed by two different individuals; nevertheless, it does indicate a sample of those activities which led up to the shelving of the Referral Agency Brochure developed in Phase One. If you refer to Appendix (C) in the Appendices, " The Assimilation Strategies" will put this into proper perspective.

The Career Education Swap Shop initiated and developed by the University of Wisconsin-Stout in Menomonie, Wisconsin has been very worthwhile; there was much progress at the meetings towards developing greater articulation efforts between all levels of different educational institutions. District One Technical Institute is deeply interested and concerned that these types of meetings be continued after Phase Two is completed at the end of June, 1974.

General Evaluation - Component 4:

Objective One -- 2
Objective Two -- 1
Objective Three -- 2

Objective d.1

## Record of Liaison Committee Activity

Liaison Committee Name: Career Education "Swap Shop"

Date of Formation: October 19, 1973

Membership:

| Name | Representing |
|---|---|
| 1. Kenneth Held | University of Minnesota-Duluth |
| 2. Jeanne Ode | CESA 5 (Elmwood) |
| 3. Cliff Stanford & Staff | Eau Claire Public School |
| 4. Orval Gabriel & Staff | District One |
| 5. Pat Wagner - Keith Frank | University of Wisconsin-Stout |
| 6. Dr. Carlyle Gilbertson | University of Wisconsin-Stout |
| 7. Al May - Lois Gilliland | Menomonie Public Schools |
| 8. Andy Suess | CESA 6 (Chippewa Falls) |
| 9. Don Severson | Wis. Dept. of Public Instruction |
| 10. Gene Seefeldt | Area "C" (Blair) |
| 11. James Kissinger | Wis. Educational Communications Board |
| 12. Bill Wieser | River Falls Public School |
| 13. Duane Lones | CESA 4 (Cumberland) |
| 14. Dr. Stevenson | University of Wisconsin-Stout |

| Meeting Record | Attendance | | | | | | | | | | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Others | | | |
| 10/19/73 | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| 11/16/73 | x | x | ** | *** | x | x | | | | | | | x | x |
| 1/18/74 | | | x | x | x | x | x | x | | x | x | x | x | |
| 2/13/74 | x | x | x | x | x | x | x | x | | x | Career Ed. Swap Shop + | | Conference Stout | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

*Assumed minutes are stored elsewhere.
** Jim Bowman, Tom Frisbie and Ian Smith
*** Jerry Scott

Eau Claire
9-17-73
ETS-EO

Objective d.1

## Record of Liaison Committee Activity

Liaison Committee Name: Career Education Consortium

Date of Formation: October 6, 1972

Membership:

| Name | Representing |
|---|---|
| 1. Jim Fisher | WBVTAE |
| 2. Orval Gabriel and Staff | District One |
| 3. Cliff Stanford and Staff | Eau Claire Public Schools |
| 4. Charles Bingner and Staff | Lakeshore Tech. Inst.-Sheboygan |
| 5. Robert Pendelton and Staff | WWTI-La Crosse |
| 6. Russ Paulson and Staff | NCTI-Wausau |
| 7. Bob Meyer | Wis. Dept. Public Instruction |
| 8. Carlyle Gilbertson | University of Wisconsin-Stout |
| 9. | |
| 10. | |

Meeting Record*:

| | Attendance | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Others |
| 10/16/73 | x | x | x | x | x | x | x | | | | Madison, Wis. |
| 10/17/73 | x | x | x | x | x | x | x | | | | Madison, Wis. |
| 11/2/73 | x | x | x | x | x | x | x | x | | | Eau Claire, Wis. |
| 1/23/74 | x | x | x | x | x | x | | | | | Sheboygan, Wis. |
| 3/21/74 | x | x | x | x | x | x | x | | | | Wausau, Wis. |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
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*Assumed minutes are stored elsewhere.

Eau Claire
9-17-73
ETS-EO

Objective d.1

## Record of Liaison Committee Activity

Liaison Committee Name: University and District One Liaison

Date of Formation: August, 1973

Membership:

| | Name | Representing |
|---|---|---|
| 1. | Jack Kearney | University of Wisconsin-Eau Claire |
| 2. | Dr. Wayne Kassera | University of Wisconsin-River Falls |
| 3. | Donald Osegard | University of Wisconsin-Stout |
| 4. | Orval Gabriel and Staff | District One |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Meeting Record*:

| | Attendance | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Others |
| 9/6/73 | Orv called each representative, no meeting needs at this time. | | | | | | | | | | |
| 10/23/7 | Invitation to Counselor's Conference, materials and information | | | | | | | | | | |
| | sent to each representative, no response. | | | | | | | | | | |
| | | | | | | | | | | | |
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| | | | | | | | | | | | |

*Assumed minutes are stored elsewhere.

Eau Claire
9-17-73
ETS-EO

Objective d.2

## Record of Further Liaison Activities

| Date | Target Group | Activity Description | Outcome |
|---|---|---|---|
| 6-11 - 23 1973 | CESA's and | Participated in presentations | |
| | Area "C" | in summer workshop. | Articulation |
| 9-24-73 | Eau Claire | Get acquainted meeting | Articulation |
| | Counselors | | |
| 9-27-73 | CESA 6 | Meeting to discuss coordination | |
| | | and articulation of mutual | |
| | | activities. | |
| 10-16-73 | Career Ed. | Presentation at Governor's | |
| | Consortium | Conference. | Articulation and P.R. |
| 12-11-13 1973 | Regional Con. | Local, state and federal Career | |
| | Research in | Education personnel, 3 day | |
| | Guidance and | conference in Chicago. | |
| | Counseling | | "Show and Tell" |
| 12-20-73 | District One | Project presentation | Awareness, support further |
| | Area Board | | efforts. |
| 1-25-74 | Career Ed. | Sheboygan, Wisconsin | Articulation |
| | Consortium | | |
| 2-13-74 | Career Ed. | Stout - speakers and workshops | |
| | Workshop | to discuss future trends/plans. | |
| 2-18-74 | Gilmanton K-12 | Inservice presentation | Informational |
| 2-19-74 | CESA 6 | Articulation presentation | Informational |
| | Administrators | | |
| 2-27-74 | Eau Claire | Career Education presentation | Informational |
| | Lion's Club | | |
| 3-5-74 | Career Guidance | UW-Stout presentation | Informational |
| | Graduate Class | | |

Eau Claire
9-17-73
ETS-EO

Objective d.2

## Record of Further Liaison Activities

| Date | Target Group | Activity Description | Outcome |
|---|---|---|---|
| 9-17-73 | | Agency Referral Preparation | |
| 9-20-73 | | Received copy of Social Agency Directory from Art Kopp | |
| 9-25-73 | | Meeting with Gene Cockson, Information & Referral Center, Eau Claire (negative on Agency Referral Directory). | |
| 9-25-73 | | Memo to appropriate staff regarding update of Helpful High School Subject Chart and Referral Agency Brochure. | |
| 9-27-73 | | Received information back from Ann Bauer and Sandee Christoffersen. | |
| 10-1-73 | | Basically, focus the week on Agency Referral Brochure (dropping in priority) | |
| 10-30-73 | | No information back from Gene Cockson on updating material on District One in his office. | |
| 11-6-73 | | Set meeting for next week on Referral Agency Brochure | |
| 11-8-73 | | See b.4 for contact with various agencies in area. | |
| 11-12-73 | | Referral Agency Brochure is shelved. Meeting with Art Kopp on this. Its function has been assumed by other agencies. | |

Component 5: -- Survey, update, develop and disseminate information about learning and career resources which are available in the industrial community of the area.

The objectives of this component were completed quite successfully. The development of the Employer Survey within the Career Education Department and the Research Office at District One was actually initiated during Phase One of the Career Education Project. At that time, "A Guide to Community Career Education Resources" had been developed which assessed various information about industries in the Eau Claire area. The Research Director at District One made contacts with the WISC Unemployment Commission for Industrial Classification to obtain further employer information and data bank addresses for possible use during Phase Two of the project. The information to be gained consisted of field trips and tours that could be given at the industries, speakers who could be contacted, the setting up of possible cooperative work stations in the local business-industry sites, advisory committee sources and other helpful business-education endeavors.

The information gained was obtained by county listing with the type of business and the number of employees indicated. A sample matrix and survey form for usage in developing "local community resource guides" was also sent to area personnel. The actual dissemination of materials, form letters, etc., was furnished to the school district's LVEC's (Local Vocational Education Coordinator) via the CESA offices in the area. Originally this activity was facilitated by the presence of the necessary data which had been in storage within the Data Processing Department at the comprehensive center of the area Vocational, Technical and Adult Education, District One. The availability of this material at the comprehensive center came as a result of a compilation of all the business and industries, both manufacturing and non-manufacturing, by the Research and Planning office of District One. This material had been compiled originally in 1971 and has been updated intermittently since that time so that this particular employer survey data was current (as of January, 1973). The entire process will be in storage and be constantly updated by the Research Office; its availability to the area schools presently exists as it will in the future.

Thus, the inventory has been designed, adapted, and sent out via CESA and its LVEC's. Summarization, publication and dissemination of information about career education resources in the business and industry realm has been completed. Now, in evaluating this component by regarding its usefulness to agencies and individuals, the following results have been documented. Following this narrative is the form, "Utilization of Materials," which was sent to those individuals who could best do the evaluation; the actual material was rated according to the information compiled below. All thirty-five (35) public school districts responded to the questionnaire.

Component 5: (Usefulness of Material Rating Scale)

N=35 (those that responded to the questionnaire)

Employer Inventory

a. 1=28 80%
b. 2=05 14%
c. 3=0 03%
d. 4=0 03%

Field Trip and Tour Sources

a. 1=25 71%
b. 2=08 23%
c. 3=01 03%
d. 4=01 03%

Resource Materials Secured

a. 1=24 69%
b. 2=04 11%
c. 3=01 03%
d. 4=06 17%

Speaker Sources

a. 1=20 57%
b. 2=08 23%
c. 3=01 03%
d. 4=06 17%

Work Station Sources

a. 1=19 54%
b. 2=06 17%
c. 3=01 03%
d. 4=-9 26%

Advisory Committee Sources

a. 1=20 57%
b. 2=0 00%
c. 3=01 03%
d. 4=14 40%

Job Information

a. 1=04 11%
b. 2=24 69%
c. 3=01 03%
d. 4=06 17%

Other

a. 1=19 54%
b. 2=00 00%
c. 3=00 00%
d. 4=00 00%

General Rating of Component 5:

Objective One -- 1
Objective Two -- 1
Objective Three -- 2

## UTILIZATION OF MATERIALS

| (1) | *Number of Communities to Which Disseminated (2) | Used in Original Form (3) | Changed Somewhat (4) | Not Used (5) |
|---|---|---|---|---|
| 1. Lists of Addresses | | | | |
| 2. Survey Form | | | | |
| 3. Recording Chart | | | | |

*The sum of columns 3, 4, & 5 should equal column #2

## USEFULNESS OF MATERIAL

DIRECTIONS For Rating This Survey:

Check each item according to usefulness; (1) very helpful, (2) somewhat helpful, (3) not helpful, and (4) not applicable at this time.

| MATERIAL | RATING |
|---|---|
| Employer Inventory | |
| Field Trip and Tour Sources | |
| Resource Materials Secured | |
| Speaker Sources | |
| Work Station Sources | |
| Advisory Committee Sources | |
| Job Information | |
| Other | |

Suggestions and/or comments: ____________________

Objective [illegible].1

## Record of Resource Inventory Activities

| Type of Activity | Dates of Activity Conduct* | | | Comment |
|---|---|---|---|---|
| | Initiation | Progress | Completion | |
| 6-2-73 Wayne Gossman, Executive Secretary of | | | | |
| Eau Claire Chamber of Commerce. | | | | Addressed the 1973 Summer Workshop |
| 8-23-73 Questionnaires being studied | | | | Wayne Atkins and Orv Gabriel |
| 8-27-73 Questionnaires being studied | | | | |
| 10-3-73 Wayne Atkins is verifying and updating the Wisconsin Unemployment Commission | | | | |
| (industrial classification) data for mailing addresses and other information | | | | |
| which may be useful in a survey in 10 of our 11 county areas. | | | | |
| 11-28-74 S.I.C. being updated. Survey doubtful but bibliography of employers by | | | | |
| county is a possibility. | | | | |
| 2-5-74 Letter and materials cleared with appropriate district staff. These | | | | |
| materials should be ready early next week for distribution to area | | | | |
| LVEC's. | | | | |
| 2-15-74 All materials disseminated to LVEC's in CESA 5, 6 and Area "C" for local | | | | |
| implementation. | | | | |
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*Staggered entries for first three columns.

Eau Claire
9-17-73
ETS-EO

d. Dissemination:

The whole concept on dissemination of products and ideas of the career education movement at Eau Claire focuses on an extensive array of activities. As discussed in Component 2 of this section, activities during the project have enlightened a rather diverse group of peoples. The enthusiasm and earnestness in which dissemination was carried out by the staff was commendable.

Products produced in Phase One and Phase Two were released and sent to those who made requests. They ranged from counselors, administrators, and teachers in the area, to people on similar projects throughout the nation. Calls for group presentations by the Career Education staff were also given judicious attention. The constant requests for the slide presentations on District One, developed during the Career Education project, necessitated the duplication of the slides and tape for greater utilization and better response on our behalf.

Articles were published in the local news media and the District One newspaper and newsletters. The Guide developed in Phase One was entered in the ERIC System during Phase Two (#ED-068-634). Updates to the Careers Directory had greater diffusion during Phase Two. Local agencies, schools, etc., were kept on a mailing list; and, periodic updating packages were sent when they were completed.

It is also a hope of the Career Education staff at District One that the process and ideas developed in Phase Two have been disseminated besides these products. During the last two years, this has been one of the prime motivating factors for the project staff; it has been successful thus far and it is hoped that it will continue in the future.

e. Transportability:

Generally speaking, the transportability of any product has to be viewed from the standpoint of cost. In that regard, during Phase Two the Technical Institute proposed a budget cost breakdown by components as indicated on the chart on the following page. The financial support given by the local institute and that given by the federal government has been appropriately designated by columns. The VE-VE-3 form (WBVTAE form) which follows the cost-component chart indicates those totals for specific accounting areas which the Institute keeps for their records. Revisions were suggested to the State level offices in May, 1974. (On VE-VE-3 form and narrative justification.)

The products developed during Phase One and revised, edited, and/or updated during Phase Two are, indeed, transportable. This has been indicated in the discussions for each component and is also indicated in each products future use by the "Assimilation Strategies Model" placed in the Appendix (Appendix C).

In other parts of this Final Report indications have already been mentioned about the ideas and processes that have proven valuable to others when used; it is felt that in the future this aspect of the project will have more meaning for others when utilization of career education process and ideas are more fully implemented by other leaders in the educational field.

Proposed Budget (Revised 5-1-73)
VTAE District One
June 1, 1973 - June 30, 1974

| | Component* | Federal Share | Local Share |
|---|---|---|---|
| 1. Personnel Costs & Employee Benefits | | | |
| A. Director | (1-5) | $16,500 | $ 2,500 |
| B. Two Consultants | (1-5) | 28,500 | |
| C. Employee for development of special materials (media specialist/photographer) | (2,3, & 5) | 10,000 | |
| D. Clerical, one full-time secretary part-time for printing materials | (1-5) | 5,500 | 2,400 |
| E. Employee benefits | (1-5) | 5,500 | |
| F. Workshop fees | (3) | 7,000 | |
| 2. Travel | ** | 1,300 | 2,900 |
| 3. Supplies & materials | (2,3, & 5) | 13,887 | |
| 4. Communications | | | |
| A. Printing, guides, directories, handbook | (2,3, & 5) | 1,549 | 450 |
| B. Telephone calls | (1-5) | 450 | |
| C. Postage | (1,2,4 & 5) | 600 | |
| 5. Services | | | |
| A. Space & equipment for offices, workshop | (1-5) | | 2,500 |
| B. In-Service | (2 & 3) | 1,000 | |
| C. Evaluation | (1-5) | 5,000 | 50 |
| D. Advisory Committee Expenses | (1-5) | 150 | |
| | TOTAL BUDGET | $96,936 | $10,800 |

*Budget items are related to all components; however, those indicated represent the major area of concern.

**Travel related to all components of this project but relates mainly to efforts of dissemination information to other school districts and transportability.

VOCATIONAL EDUCATION ACT
FINANCIAL REPORT
VE-VZ-3 (Rev. 10/71)

1. Project No. 01-029-151-314

2. Project Title Career Education

3. a. Budget Number 2 b. Expenditure Report Number ______

Proposal ☐ Revision ☒ Partial ☐ Final ☐

4. Report Period From June 1, 1973 To June 30, 1974

| | | Amount | | Total |
|---|---|---|---|---|
| 5. | SALARIES | | | |
| a. | Supervisory | $ 19000.00 | | |
| b. | Guidance Counseling | 28900.00 | +400.00 | |
| c. | Clerical | 17500.00 | -400.00 | |
| d. | Custodial | | | |
| e. | Instructional | | | |
| f. | Other Supporting Salaries Itemized Work shop | 8000.00 | +1000.00 | $ 79100.00 |
| | Employee Benefits | 5700.00 | + 200.00 | |
| 6. | EQUIPMENT | | | |
| a. | Repairs & Services | | | |
| b. | Rental of Instructional Equipment | | | |
| c. | Instructional Equipment | | | |
| d. | Other Capital Expenditures | | | |
| 7. | CONSTRUCTION | | | |
| 8. | TRAVEL | 2300.00 | -2100.00 | 2300.00 |
| 9. | INSTRUCTIONAL MATERIALS AND SUPPLIES | | | |
| a. | Audio Visual Aids | 11486.00 | +11486.00 | |
| b. | Reference Books | | | |
| c. | Textbooks and Work Books | | | |
| d. | Supplies and Materials | 6000.00 | -10486.00 | 17486.00 |
| 10. | OTHER COSTS | | | |
| a. | Rental of Space - Not in Building | 2500.00 | | |
| b. | Utilities | 1350.00 | + 900.00 | |
| c. | Other Costs Itemized | 5000.00 | -1000.00 | 8850.00 |
| 11. | TOTAL COSTS | | | $ 107736.00 |
| 12. | Federal Funds | 90 % | | $ 96936.00 |
| 13. | Matching Funds | 10 % | | 10800.00 |
| 14. | TOTAL COST | | | $ 107736.00 |

District Director ______________ Date May 20, 1974

Agency Administrator ______________ Date ______________

Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin 53703

5B Due to salary increases January 1, 1974 an additional $400.00 is needed to cover the 2 consultants salaries. This is being transferred from 5C Clerical Salaries where there is a surplus.

5F Due to additional participation in the workshop and also increases in fringe benefits an additional $1,200.00 is being transferred from travel.

9A Orginally the Audio Visual Aids and supplies and materials were combined and reported totally as supplies and materials. This transfer is separating them into the 2 areas. Also the $1,000.00 in-service cost is being transferred from 10C Other Cost.

10B An additional $900.00 is needed to cover the monthly phone rental on the 4 phones that are used in the Career Education Department. This is being transferred from travel. We are requesting permission to transfer the monthly phone rental for the period from July 1, 1972 through June 30, 1974 at this time as this was not claimed on last years Career Education Project.

## 10. Joint Management - Public School and Post-Secondary

As indicated earlier in this report, the Eau Claire Public School District was engaged in curriculum revision and the integration of career education concepts into the instructional program for several years. Among the early efforts was the development of high school vocational education programs (Capstone courses). District One administrators and staff provided assistance and counsel to public school personnel during this formative period. Since the establishment of high school vocational education programs, advisory committees have been shared by both institutions. In addition, the public schools vocational coordinator and District One administrative personnel have worked together on matters of mutual concern.

This project, because of its kindergarten-through-adult scope, has increased the joint working relationships between the two agencies. The career education staff and other key administrative personnel from both institutions have held several joint meetings. In addition to discussions relating to the project, these meetings have resulted in improved program articulation and the establishment of advanced placement in some District One programs for graduates of high school vocational "Capstone" programs. Other indirect benefits resulting from the joint management meetings of career education staffs were the free exchange of ideas relating to educational philosophy and a mutual understanding of the problems encountered by each institution.

# FINAL THIRD-PARTY EVALUATION REPORT

to

Wisconsin Board of Vocational, Technical and Adult Education

Prepared by

Daniel P. Norton

Educational Testing Service
Evanston Office
Evanston, Illinois 60201
August 1974

## Chapter 11: Evaluation Summary

This chapter and Appendix J have been prepared by

Daniel P. Norton

representing Educational Testing Service. It is hereby submitted to the Board of Vocational, Technical and Adult Education of the State of Wisconsin as the third-party evaluation report for the Career Education Project at Eau Claire, Wisconsin. The approved Grant Number, OEG-0-73-2964, Project Number V361004L, was initiated through a joint ad hoc committee of the Board and the Department of Public Instruction. It was preceeded by Grant Award OEG-72-0921, Project Number 01-038-153-212. The project was conducted within and by the Eau Claire public schools and the District I Vocational and Technical Institute.

August 1974

# CONTENTS

SECTION Page

ABSTRACT .................................................. 11- 1

1. INTRODUCTION .............................................. 11- 2

2. EVALUATION ACTIVITIES ..................................... 11- 3

   a. General Approach ....................................... 11- 3
   b. Goal Setting ........................................... 11- 4
   c. Instrumentation ........................................ 11- 4

      (1) Career Education Workshop Questionnaire (1974). 11- 4
      (2) Pupil Questionnaire ............................ 11- 5
      (3) Student Questionnaire on Guidance Services .... 11- 5
      (4) Parent Questionnaire ........................... 11- 6
      (5) Teacher Questionnaire .......................... 11- 6
      (6) Career Education Questionnaire-OG .............. 11- 7
      (7) Student Follow-Up Questionnaire - Part 2 ...... 11- 7

   d. Data Collection ........................................ 11- 8
   e. Data Processing ........................................ 11-10

3. MANAGEMENT PERFORMANCE .................................... 11-11

   a. Staff Organization ..................................... 11-11
   b. Functional Staff Relationships ......................... 11-11
   c. Communications ......................................... 11-12
   d. Project Implementation and Resource Allocation ..... 11-12

4. OUTCOMES OF ADMINISTRATIONS OF INSTRUMENTS ............ 11-14

5. EVIDENCE OF GOAL/OBJECTIVE ATTAINMENTS ................. 11-29

   a. Eau Claire Public Schools Goals and Objectives ..... 11-30
   b. Technical Institute Component Objectives ........... 11-35

6. AGENCY IMPACT ............................................. 11-40

7. COST AND TRANSPORTABILITY ................................. 11-42

8. SUMMARY ................................................... 11-43

# APPENDIX J

## Evaluation Instruments and Raw Data

PART page

Career Education Workshop Questionnaire (1974) ............. J-1

1973-74 Pupil Career Education Questionnaire (Grade 4)...... J-4

1973-74 Pupil Career Education Questionnaire (Grade 8)...... J-6

Student Questionnaire on Guidance Services ................. J-8

Parent Questionnaire ....................................... J-10

Teacher Questionnaire ...................................... J-13

Career Education Questionnaire - OG ........................ J-16

Student Follow-up Questionnaire - Part 2 ................... J-18

# TABLES

Page

1. Percents of Responses to the Student Questionnaire on Guidance Services as Administered in Spring 1971, May 1973 and 1974 .......... 11-18
2. General Plans of Twelfth Grade Students in 1971 (sample by Christoffersen) .......... 11-19
3. Certainty of Career Choices of Eau Claire Twelfth Grade Students in 1971 (sample by Christoffersen) ..... 11-20
4. Source Basis for Career Decisions Reported by Eau Claire Twelfth Grade Students in 1972 (sample by Christoffersen) .......... 11-21
5. Percent Responses of Students to CAREER EDUCATION QUESTIONNAIRE-OG .......... 11-26

FINAL THIRD-PARTY EVALUATION REPORT

to

Wisconsin Board of Vocational, Technical and Adult Education

## Abstract

Third-party evaluation efforts consisted of critical review of the objectives of the project and ideas for their measurement, the preparation of devices by which to collect information, site visitation, data processing, summarization and the writing of this report. The Eau Claire Career Education Project was conducted in accordance with the organization plan proposed for it. The summary ratings prepared by project staff to describe the success of project components provide reasonable assessments of the projects' accomplishments.

The general evaluation plan called for information collection from students, parents and teachers. It also called for development of record systems for project management and monitoring. Outcomes of information collection suggest students in Eau Claire public schools hold very favorable attitudes with regard to work and careers. Ratings of guidance functions suggest marked improvement occurred over the past year. More parents of fourth and eighth-grade students reported conversations about careers with their children than a year earlier; this can be attributed to the project. Additional materials were developed, new instructional units were prepared, there was broadened staff involvement.

The project can note many successes. There is for example, some indication that attitudes of students in the Technical Institute were improved as a result of use of new units developed by its teachers. It also faced problems. The staff of the Technical Institute Component were unable to have large scale field involvement in elementary and secondary schools of the region nor is it clear how much emphasis on career education will be maintained over time in the institution. The Eau Claire Schools Component has more often found instruction by theoretical discussion to be necessary because real career experiences could not be provided. These and other important problems have been recognized by staff members who attempted to respond to them as the project proceeded.

Personnel of the two components worked well together. Materials that were developed will continue to be used. Emphasis on career education has been broadly adopted in Eau Claire public schools. Many teachers and administrators in the Area One Technical Institute now exhibit interest and commitment to its goals. This research and development project has produced a great amount of information much of which invites close examination by leaders.

# 1. INTRODUCTION

This document has been prepared for insertion as a chapter of the final Project V3610046 report prepared under Grant Award OEG-0-73-2964. It consists of sections dealing with: 1. evaluation activities in general, 2. management performance, 3. outcomes of administration of instruments, 4. evidence of goal/objective attainments, 5. agency impact, 6. cost and transportability, and 7. summary and recommendations. The report is accompanied by an appendix (Appendix J) in which most instruments used for data collection and response summaries are brought together.

The contents of this document were reviewed and discussed with project staff members prior to their final assembly. They have been prepared with the belief they may meet a wide range of readership requirements. To this end, the separate sections on data derived from instruments (Section 3) and evidence of goal-objective attainment (Section 4) were prepared. Project staff were outstandingly cooperative with the third-party evaluation effort. Their frank and open comments and willingness to seek useful sources of information are deserving of our gratitude.

## 2. EVALUATION ACTIVITIES

### a. *General Approach*

When this project was begun in 1972 the project staff did not have clear ideas about the types of performance indicators that would be appropriate for their intended goals and objectives, because existing formal instrumentation of established validity for career education evaluative purposes was almost totally lacking, it was evident that large scale pre- and posttesting of the type that is frequently undertaken for field research projects could constitute a waste of resources for evaluation. From these considerations it was decided that commitments to formal data collection should be made with caution and should be made contingent upon continuing review of project goals and objectives.

Existing sources of data were carefully sought out during the first year. Search was also made for instruments that might be appropriate for the project. At the conclusion of these efforts a longitudinal evaluation strategy was adopted. Details of this strategy and the reasons for its consideration were separately prepared for inclusion as Chapter 7 of the complete report in which this chapter is to be bound. This approach emphasized (1) the benefits to be derived from longitudinal evaluation strategies, (2) the need to seek evidence of student benefits from very specific program activities, (3) the difficulty imposed by high mobility of post secondary populations and particularly those in technical institutes, and (4) the constant need to avoid possible false conclusions of negative or negligible program impact through the use of insensitive or invalid instrumentation.

During the current project year it was possible to continue to use the longitudinal planning of one year earlier and to augment it with new instrumentation and procedures likely to make continued longitudinal evaluation profitable after conclusion of existing funding. The section on instrumentation which follows, closely describes instruments in continued use and additions to the former list. However, the most important advance in evaluation occurred as a result of greatly improved conceptualization of functions of the Technical Institute Component and adoption of linked management practices. New reporting forms were developed to give structure to the management of the component. Thus efforts to maintain concern for longitudinal outcomes and improve planning and monitoring functions were most characteristic of second year evaluation activities.

### *b. Goal Setting*

During the first year project objectives were lacking in operational specificity. Considerable effort was expended to seek sharpened meaning for them and to relate both management planning and evaluation to each. The first year was successful in that partial refocusing and restatement of goals and objectives was accomplished. Progress in goal setting during the current project year did not occur through improved statement of objectives. Instead it occurred through improved linkage of project activities to objectives prepared during the first year. The project became more goal focused; in the case of the Technical Institute Component, explicit relationships were established between stated objectives and the activities of its staff.

### *c. Instrumentation*

During the preceeding year of project funding (V261027L) an extensive effort was made to find prior-to-project sources of data that might be used to establish time series lines for evaluative purposes. A large amount of data was found that had at least marginal potential for project use. Ten instruments were subsequently prepared and used during the 1973-74 funding interval. In this section a discussion of four instruments that were continued in use and three new instruments also specially prepared for project use is presented.

Several points must be made with regard to a feature common to the instruments. It is that item formatting and questionnaire layout were, when data was available from prior use of the items, kept in the closest possible layout to the prior instrument. As a result, the instruments do not always have characteristics to be sought in appearance, instructions are not always as clear as they might have been, some items are included even though they were thought to have low utility for the current project. It must be hoped that benefits gained from the use of instruments of this type to establish longitudinal relationships outweigh the benefits that would have arisen if completely new layouts had been developed.

The many lesser data collection forms that were used do not merit inclusion in the current report. Therefore Appendix J, to which the following descriptions can be related, contains only the seven devices of greatest importance.

#### (1) *Career Education Workshop Questionnaire (1974)*

> This questionnaire was prepared for administration to persons in attendance at the 1974 Summer Workshop. It contains Part A, intended to elicit information for general planning of the subsequent workshop, Part B, intended to assess the effectiveness of specific features of the Workshop, and Part C, having concern for selected personal reactions to the workshop. The instrument was prepared as a revision of a similar instrument used for workshop evaluation the two previous years. It was intended to be submitted to participants on the concluding day of the workshop.

### (2) *Pupil Questionnaire*

This brief two-page instrument was prepared in 1972-73 by the third-party evaluator in collaboration with staff members of the Eau Claire public schools component. It consisted of four background information items having concern for sex of student, the school in which they were registered, grade level of registration and a self-assessment of the type of student they might believe they were. One item requested information about the number of visits by people to the classroom of the student. In addition, there were 12 items thought to have potential for learning about the student's feelings about school and the general impact of the career education program. Six of the 12 items were similar or identical to items included by the WDPI Coordinator in his development of the Student Opinionnaire.

Several of the items of this instrument were acquired from a more extensive device prepared by the Institute for Educational Development for use in the Comprehensive Career Education Model Project. Because the reasoning of that agency favored administration of the instrument to students at the fourth and eighth-grade levels, this instrument was prepared for use at the same levels. It was, therefore, intended to be simple and brief in its format so that younger children would not have difficulty responding to it.

### (3) *Student Questionnaire on Guidance Services*

This instrument, which is referred to in the singular even though it consisted of two parts having separate origins and use, was prepared for administration to students at the tenth and twelfth-grade levels. The front of the instrument, which was administered only to tenth-graders, consisted of background questions followed by six items that had previously been used by Eau Claire public schools to study the effectiveness of their guidance services. While its prior use had been in 1971, two years before the start of this project, the six items seemed highly appropriate for evaluation of the status of student attitudes toward the guidance program. Therefore, they were renumbered and presented as originally submitted two years earlier.

On the back of the instrument were items administered to a sample of students in the Eau Claire public schools at the twelfth-grade level in Spring, 1972. Four items, one having 14 sub-items, were selected from an instrument by

Christoffersen for inclusion in the new device.[1] They were renumbered but retained in the format used for their original presentation. Their function was to elicit information about student plans for careers after high school, about the degree of certainty of their first career choices and about the sources of influence involved in their career decisions.

### (4) *Parent Questionnaire*

The Parent Questionnaire, which was closely related in its content and attentions to the Pupil Questionnaire described earlier, was a three-page instrument. Its placement for use at the fourth and eighth-grade levels paralleled the usage earlier initiated by the Institutes for Educational Development. The items were largely drawn from IED instrumentation for the Comprehensive Career Education Model Project but additions and modifications were suggested by Eau Claire public school staff and the WDPI coordinator. The resultant instrument kept, after exclusions, single items to determine family size, parental aspirations for the child, parental contact with career education program materials and outcomes. Also included were twelve items having concern for the general attitudes of the parents. The instrument was prepared for distribution to pupils in the classroom. However, as will be noted later, it was for the second year mailed to a sample of parents.

### (5) *Teacher Questionnaire*

A Teacher Questionnaire was prepared for submission to all fourth and eighth-grade teachers in the Eau Claire public schools. This instrument also derived much of its content from a prior instrument by the Institute for Educational Development for the Comprehensive Career Education Model Project. It was prepared in the same collaborative manner as the Pupil and Parent Questionnaires. The first six items sought to elicit information about the backgrounds of teachers, including their work experience. Item 7 had concern for types of career education activities in which the teacher may have participated. In addition, the same twelve items administered to parents about their general attitudes were included. The total instrument was prepared for distribution to teachers by project staff and was returned to the Eau Claire public schools central offices for transmission to the Evaluator.

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[1] Sandee Kasmo Christoffersen, "A Study of Audio-Visual Needs as They Relate to Presenting an Effective Public Information Program about VTAE Career Opportunities in District One [illegible] (Final Report Project No. 19-019-151-222 C). Menomonie, Wisconsin: Center for Vocational and Adult Education, University of Wisconsin-Stout, June 30, 1972. p. 67.

(6) *Career Education Questionnaire-OG*

The Technical Institute Summer Workshop of 1973 was conducted to enable faculty members to prepare materials for use in their classroom. Use of the materials could not follow a true experimental paradigm but it was hoped that students who were in classes where the units were used would benefit from them and possess new attitudes and understandings. Therefore, through interactions between project staff members and the evaluator the Career Education Questionnaire-OG was prepared for pilot administration to students at the conclusion of the first and second semesters. It contained a total of 16 items having concern for student attitudes and experiences preceeded by five questions to permit classification of respondents. Linkage to other information sources was sought. All questions and items were prepared for specific use in the project and had no known or referenced antecedents.

(7) *Student Follow-Up Questionnaire - Part 2*

The Student Services Department of the District One Technical Institute, in collaboration with the Wisconsin Division of Vocational and Technical Education, each year conducts a follow-up of students who have left the institution after the preceeding year. Because long range evaluation of a career education program at the technical institute level requires careful follow-up of enrollees it was decided by staff members and the evaluator that baseline follow-up information would be sought in 1973-74 even though the resultant information might not have immediate objectives-related use. Therefore, a "Part 2" was prepared for addition to the instrument that was already scheduled for distribution.

Items for Part 2 arose from a variety of external sources and from internal development. They most closely resemble selected content of instrumentation first used by the Illinois Division of Vocational and Technical Education for follow-up of occupational education programs in that state.[2]

The purpose of the survey items was to establish connections between statements of career adjustment subsequent to enrollment in the Technical Institute and their curricular experiences. It was judged likely that effective development of curriculum modules should result in changes in later judgments of personal career adequacy and the instructional program.

### d. *Data Collection*

The *Career Education Workshop Questionnaire* (1974) was distributed by project staff at the conclusion of the workshop conducted by the Technical Institute Component. Instruments were accompanied by a cover letter from the third-party evaluator requesting the cooperation of workshop participants in the completion of the questionnaire. Each participant also received a stamped envelope addressed to the third-party evaluator in which to return the completed instrument. The questionnaire was returned by 14 participants. This low response rate is consistent with earlier low rates for Technical Institute Component staff members.

The *Pupil Questionnaire* was distributed in all fourth and eighth-grade classrooms in the district in May 1974. Its distribution was handled by public school component staff members. There were 777 usable questionnaires returned at the fourth-grade level and 789 at the eighth-grade level. These response rates were approximately 96.3 percent and 85.7 percent of the 807 and 921 students reported to have been enrolled at those grade levels at the time of administration.

The *Student Questionnaire on Guidance Services* was distributed to students in grades ten and twelve by Eau Claire public school staff members in May 1974. There were 689 usable questionnaires at the tenth-grade level and 525 at the twelfth-grade level from 933 and 644 students enrolled in those grades, respectively. The distribution of this instrument was complicated because all students were never present at any one class setting. Therefore, its distribution was, for the second year, through classroom teachers in physical education and biology. This pattern of distribution introduced bias in the responses of students due to the fact that students not present in those classes at the time of distribution or students in classes of instructors who omitted the distribution of the questionnaire must be presumed to be different in some manner than those who responded. This must be kept in mind as the response rates (73.8 percent for the tenth-grade and 81.5 percent for the twelfth-grade) are noted.

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[2] For information about instrumentation used there inquiries may be directed to Dr. John Klit, Department of Vocational and Technical Education, State of Illinois, 1035 Outer Park Drive, Springfield, Ill.

Mailing lists are maintained in the central offices of the Eau Claire public schools. For the second year, the third-party evaluator selected from those lists a random sample of approximately one-third of all fourth and eighth-grade parents on them; the total number of parents drawn in the sample was 581. Of these, a first and second followup mailing of the *Parent Questionnaire* elicited responses from 422, or 72.6 percent of the total.

The *Teacher Questionnaire* was distributed to and returned by 39 teachers at the fourth and eighth-grade levels in May 1973. Its distribution was handled by the Eau Claire public schools; it was returned to their administrative offices prior to transmission to the third-party evaluator.

The *Career Education Questionnaire-OG* was distributed by teachers and Technical Institute Component staff members to students in classes where new career education materials were used. The materials, products of the 1973 Summer Workshop, were prepared for specific classes. Most of the classes were taught during the first semester; a smaller fraction was used in the second.

The instrument was distributed to students in December 1973 and May 1974. In addition to those who were enrolled in classes where units were used some students in classes judged to be similar but where new units were not used were also asked to respond. An effort was made to keep the teacher constant as a selection factor and also years-in-institution but it must be acknowledged that the comparison groups that resulted were not fully comparable to those where units were used. Responses were received from 277 "treatment" and 356 "comparison" students in December and 349 "treatment" and 88 "comparison" students in May. The May group contained an unknown number of students who had been included in December.

The *Student Follow-up Questionnaire-Part 2* was distributed as part of the general mailing of follow-up material handled by the Student Services Department in October 1973. A letter and twelve item questionnaire constituted the basic mailing which went to each grade and also other students who had discontinued their education at various times during the previous year. A second and third letter was sent out approximately two and four weeks later respectively, to all who failed to respond to the first distribution. The number of students from whom information was sought was 725. Of this number 620 (86) percent responded in whole or in part by the time data collection was terminated.[3]

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[3] A Summary of the general information has been published in "A Followup Study -- 1973 Graduates", *Student Services Department, District One Technical Institute*, Eau Claire, Wisconsin.

### *e. Data Processing*

Data processing for all instruments was received and processed by Educational Testing Service. Workshop questionnaires were not keypunched, but were processed by hand. Data for each of the other instruments was transferred to punch card prior to general analysis through the use of the Bio-medical Computer Programs (BMD) prepared by UCLA and available for use at the Vogelback Computer Center of the Northwestern University.

Data analysis had primary concern for the preparation of summary percents but large numbers of other analyses, in particular Chi-square computations, were routinely acquired. The latter computations were requested to identify group differences that might exist between sexes and among grade levels and buildings. Also, in the case of the questionnaire for parents, analyses were performed to determine what differences might exist among the responses of different subsets of the respondent group. One such subset of particular concern was the group of latter respondents whose attitudes were potentially quite different from those of earlier respondents.

Results of analyses are reported for each instrument in the special section which follows later in this report.

## 3. MANAGEMENT PERFORMANCE

### *a. Staff Organization*

The organization chart for the Eau Claire research and development project in career education has called for the formation of a joint coordinating committee consisting of four members: (1) The WDPI Career Education Coordinator, (2) A WBVTAE Career Education Coordinator, (3) A Local Project Director and Placement Officer from the Eau Claire public schools, and (4) A Local Project Director from the District I Technical Institute. The local project directors were responsible to their respective institutional superiors and all project staff were accountable to the project director, Dr. Lehrmann of the WBVTAE. The Eau Claire public schools were in turn to employ three career educational counselors/consultants; the Technical Institute was to submit two and then three additional positions to the WBVTAE for approval as workers in that project component.

### *b. Functional Staff Relationships*

Each of the positions listed in the original organization chart was, if originally vacant, promptly filled. Working staff relationships were, over the full duration of the project, essentially those just described. The three career education staff members in the public schools reported to the local project director who was a longtime employee of the district and was deeply involved in its prior efforts at career education. He was able to rapidly acquire necessary authority to carry out responsibilities of the Eau Claire public schools component. The WDPI coordinator frequently worked on site in the Eau Claire public schools during the first year; in the second year he made occasional visits to the location.

The District I Technical Institute component directorship was filled with an individual recruited from outside the immediate area served by it. The two new employees who reported to him in 1972-74 had some familiarity with the area and functions of the institute but also had not previously been employed by it. Their work was more closely supervised by the director of the Institute than might otherwise have been the case. The WBVTAE coordinator was each year lodged in the same quarters with the Technical Institute staff and was therefore able to frequently interact with them.

The resultant administrative configuration functioned with personnel clusters in each of the public school and the Technical Institute settings. Functional liaison with the project director was maintained by the WBVTAE coordinator. The joint coordinating committee did not meet often on a formal basis but telephone communication was maintained. To the extent that activities were often conducted in the same quarters or at the same locations, the frequency of meetings was perhaps adequate for project needs.

Study of evaluative information assembled during the first year suggested second year activities in the Eau Claire public schools should involve placement of the two secondary school counselors in the junior and senior high schools of the district instead of in the central administrative structure. This gave them a closer relationship with building personnel and students; it is unlikely this change resulted in important reduction of contact with the component coordinator. A close physical arrangement for Technical Institute staff members was maintained during the second year; their location was in the basement core of the building where students and faculty members were easily met.

### *c. Communications*

The primary understandings necessary to effective communication between the two operating units of the project were established prior to conduct of the 1972 Summer Workshop. At that time, all project staff members worked very closely together. Subsequent to conduct of the first workshop, the project director at the Technical Institute initiated weekly reporting of activities; they were conscientiously continued into the second year. His weekly progress reports contained numerous entries each day and served to let all staff members and interested parties know what was happening within his component.

A similar document was not maintained either year by the project director for the public schools component. However, within that unit logs of activities were kept. Surely there was no lack of internal communication about career education within the Eau Claire public schools. Friday staff meetings were regularly scheduled to exchange information. Joint meetings were also regularly scheduled by the two components.

### *d. Project Implementation and Resource Allocation*

One year earlier this project was to benefit persons over the entire K-Adult range in the region served by the District One Technical Institute. The target population was delimited during the second project year. In the Eau Claire public schools greatest emphasis was directed toward improvement of the counselor function for secondary students. However, elementary counseling and improved performance by teachers at the classroom level was not neglected. This component functioned very much as it was intended to at the time of proposal submission.

The Technical Institute component continued to emphasize, at the start of the year, its concern for elementary and secondary students in the schools in its area. As months passed it became evident the kind of interaction with professional personnel in those systems that would be necessary if major impact were to be made could not be achieved. The staff then concentrated more heavily on its efforts to prepare and acquire materials and to assist technical institute staff members in their use. The component functioned approximately as planned. No alterations in focusing occurred that were not intended to produce improved attainment of one or more of the initial project goals.

The local project directors seem to have again successfully identified major problems faced by the project and to have appropriately reacted to them during its duration. Their administrative reactions to problems were supported by the state level consultants as being consistent with terms of the Grant award.

## 4. OUTCOMES OF ADMINISTRATIONS OF INSTRUMENTS*

The evaluative instruments that were used in this project were not administered just because each of their items or parts were explicitly related to specific objectives of the evolving project. Therefore, this report section has been prepared so readers may acquire an overview of the information each device contributed to understanding of the attitudes, knowledge acquired, or background characteristics of each of the groups to whom they were distributed. Where this information may be explicitly relatable to an objective that relationship is noted in the section that follows. This section is not, it must be noted, restricted to discussion of just the data that was collected through administration of the ten instruments discussed in previous discussion of evaluation activities; outcomes of the administration of several other devices are also noted.

An important feature of evaluation design was the inclusion in instrumentation for parents, students and teachers of items linking this development with the Comprehensive Career Education Model Project. Evaluation of the latter was conducted in six communities (Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa and Pontiac) from which more than 14,000 students, staff and parent responses were received. February 1972 and May 1973 administrations were used for that study. Attitude changes were small over that interval but it was noted that each of the respondent groups had "extremely positive attitudes toward career education."[4] In the discussions of Eau Claire Project outcomes that follow references are made to link local outcomes to the larger national project.

The *Career Education Workshop Questionnaire (1974)* showed, as did its predecessors, that those Technical Institute faculty members who responded to it valued the opportunity to participate. They agreed it is important that prospective participants be screened for their readiness to be involved (Item 4) and that follow-up was needed (Item 3). Their rating of the conduct of the workshop (Items B.1-11) was quite favorable although there was some indication of need for additional time to work on the production of materials. Interest was expressed in future workshops (Item C.4); for almost every item, only one or two respondents expressed negative attitudes. The adequacy of this information for evaluative purposes is limited by the low response rate that occurred but complete response is unlikely to have altered a generally positive impression. Response frequencies are recorded in full in Appendix J.

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*The frequencies and percents of response upon which this discussion is based are included on the instruments in Appendix J.

[4] Because attitudes changed so little between February 1972 and May 1973 all statistical data used for the description of attitudes were taken exclusively from the May 1973 administration of the attitude inventories.

The *Pupil Career Education Questionnaire* was returned for slightly more boys than girls at the fourth-grade level and almost identical numbers of boys and girls at eighth-grade. In both cases and for the second year the boys thought themselves to be less successful as students than girls ($P<.05$ on Part I; Item 4).* For both grades the modal response was "Good" with 50.6 percent using that category at the fourth-grade level and 46.3 percent at eighth-grade.

Responses indicated that at both grade levels there was a high rate of classroom visitation by people who talked about the kind of work they do; a marked increase was reported at eighth-grade. At the fourth-grade the modal response was, by a slight margin, three visits during the year; this was reported by 14.2 percent of the respondents. At the same grade level 13.9 percent reported more than seven visits to their classroom (Part I; Item 5). At the eighth-grade level 72.6 percent reported that *more than 7* persons visited their classroom,-- even more than the 43.0 in this category one year earlier!

Responses to the twelve Part II *Pupil Questionnaire* attitude items of Appendix J serve to describe the status of student attitudes near project conclusion in May 1974. For only one item (Item II.3) were responses of eighth-grade pupils more favorable than those of students in grade four; for two items (Item II.9 and II.11) the responses were very similar. Thus, for the second year fourth-grade pupils gave responses that were most favorable across all items than those for grade eight.

The overall favorableness of responses did not change appreciably from what they had been one year earlier. Students responded quite favorably to all items. The responses given to Item II.3 suggest eighth-graders may have heard more about jobs in 1973-74 than 1972-73; very slight indications exist that attitudes of eighth-graders may have improved very slightly while those of fourth-graders were not altered.

Responses to Item II.9 were highest in the "Yes" column for both grades combined (83.7 and 85.4 percents, respectively for four and eight), but responses to summary Item II.12 ("I am learning things in school that will help me later on.") approximated 84 percent for the combined grades. Responses to all but Items II.1 and II.4 for eighth-graders and Item II.1 for fourth-graders exceed 50 percent in the "Yes" column. As was true one year earlier, students held strongly positive attitudes at the conclusion of the second project year.

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*Here and on subsequent occasions, probabilities for statements will be based on use of the Chi-square statistic with correct degrees of freedom.

Sex differences again appeared in responses to Item II.5. Male students at each grade level again more strongly preferred to see films than did girls. The favorableness of this response at the fourth-grade level (81 percent) agreed closely to that reported for a similar item in the report prepared by Brickell and Aslanian (78 percent for pupils in grades 4-6). Responses to all twelve items strongly and closely support the following summary statement made by Brickell and Aslanian:[5]

> "What this suggests for career education project staffs is that children in late elementary school already have such positive attitudes toward career education that they will probably welcome a curriculum change in that direction."

The front side of the *Student Questionnaire on Guidance Services* was administered to students at both the 10th and 12th grade levels. This 1973 and 1974 questionnaire was nearly identical to an instrument administered two years earlier and before a new high school had been completed. After that opening enrollment changes occurred within the Eau Claire public schools. The first survey was conducted by members of the Guidance Department at a time when the 10th and 12th grade enrollments were 861 and 762, respectively. The distribution and collection of the earlier survey data was handled entirely by members of the department. Responses were, it was previously noted, probably disproportionately derived from the socioeconomic strata of the district, with higher representation from higher levels than was true of total student enrollment.

The previous comments are important because of outcomes that arose from 1973 and 1974 data collection. Responses to Item 3, which read, "Before I entered ninth-grade, I was helped to plan my high school program," were particularly interesting one year ago. The proportion of "SA" and "A" responses of tenth-graders in 1971 to their "D" and "SD" responses in 1973 was almost exactly two to three. However, the same proportional responses for classmate cohorts at the twelfth-grade level in 1973 was almost exactly one to one. The accompanying reduction of about 10 percent for the item suggested that, because the help that was given did not change, either the respondent groups were importantly different in their makeups, their assessments had changed over the two years as a result of new understanding, procedures for administration of the instrument differed, or perhaps some other explanation. The presence of this difference seemed to indicate how uncontrolled variation clearly entered into the responses of students to the other items as well.

With the exception of Item 5, responses to all other items were lower for students in 1973 than in 1971. This was true both for comparisons between cohorts by grade level (at the tenth-grade both years or the twelfth-grade both years) or the classmates cohorts who were tenth-grade in 1971 and twelfth-grade in 1973. To enable simple assessment of the differences that occurred in response proportions the "SA" and "A" and "D" and "SD", 1973 responses were combined to form a dichotomous response pattern. Chi-square tests were then performed on the new proportions. Results of these analyses led to the conclusion that outcomes were "...so consistently negative that concern must be held for the possibility it is indicative of changes in counselor functioning over the intervening time interval." (p. 11-20).

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[5] H. M. Brickell and C. B. Aslanian, Attitudes Toward Career Education, reprinted by *Policy Studies in Education* (PSE), A department of the Educational Research Council of America, 1974, p. 4.

Outcomes of the 1974 administration were very different and must be closely noted. The same instrument was again administered to students in grades 10 and 12. Table 1 summarizes results for all three administrations. It indicates that changes in combined "SA" and "A categories from 1973 were very small for tenth grade respondents but very large for those in Grade 12.

The Grade 12 change for Item 5 was negligible. Item 5 has concern for the value to students of standardized test results. It has remained quite stable over the three surveys for both grades, reflecting a generally positive attitude toward their usefulness. For each of the other five items positive changes can be noted over 1973:

| Item | Percent Increase |
|---|---|
| 1 | 28.2 |
| 2 | 22.3 |
| 3 | 6.0 |
| 4 | 16.2 |
| 6 | 10.1 |

These increases are so large that, as of May 1974, expressed attitudes of twelfth-graders were more positive than either of the previous years for three of the six items! It must be surmised that this result is partially attributable to existence of the Career Education Project and its emphasis in Fiscal Year 1974 on improved counseling.

The reverse side of the *Student Questionnaire on Guidance Services* included special items from the Christoffersen study. While her study had requested information from only one class per building, in 1973 and 1974 data was sought for all students at the grade level. The present partial results for all years are reported in three tables which include percents of response (Tables 2, 3, and 4).

Item 1 of the reverse side asked for information about the general plans of students after completion of high school; no suggestion can be derived from Table 2 that plans differed for the respective groups; indeed, they exhibit marked stability between 1973 and 1974. College/University attendance, was planned by 38 percent of the 1974 class.

Item 3 had concern for certain types of career choices. Differences among entries in Table 3 suggest students were, in 1974, slightly more certain in their decisions. Sixty-three percent of the 1974 respondents used the two highest certainty categories for response

## TABLE 1

### Percents of Responses to the Student Questionnaire on Guidance Services as Administered in Spring 1971, May 1973 and 1974*

| Item | Grade | Year | N | SA | A | SD | SDA | DK | Omit |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Response Level | | | | | |
| 1 | 10 | 1971 | 560 | 17.5 | 46.8 | 17.9 | 8.4 | 9.5 | |
| | 10 | 1973 | 709 | 9.9 | 33.6 | 28.0 | 18.8 | 9.9 | |
| | 10 | 1974 | 689 | 7.5 | 35.4 | 24.2 | 16.4 | 16.1 | .2 |
| | 12 | 1971 | 561 | 30.5 | 50.3 | 10.5 | 6.1 | 2.1 | .5 |
| | 12 | 1973 | 532 | 8.1 | 36.3 | 28.4 | 20.3 | 7.0 | |
| | 12 | 1974 | 525 | 19.0 | 53.5 | 17.7 | 4.4 | 3.4 | 1.9 |
| 2 | 10 | 1971 | 560 | 19.1 | 43.4 | 21.1 | 12.7 | 3.4 | .4 |
| | 10 | 1973 | 707 | 8.6 | 36.9 | 25.0 | 24.8 | 4.7 | |
| | 10 | 1974 | 689 | 7.5 | 38.8 | 27.7 | 19.9 | 5.7 | .[illegible] |
| | 12 | 1971 | 561 | 10.3 | 38.3 | 29.1 | 20.0 | 2.1 | .2 |
| | 12 | 1973 | 534 | 5.2 | 29.8 | 31.8 | 30.2 | 3.0 | |
| | 12 | 1974 | 525 | 11.4 | 45.9 | 26.3 | 11.8 | 2.9 | 1.7 |
| 3 | 10 | 1971 | 560 | 12.0 | 37.1 | 22.9 | 23.8 | 3.8 | .5 |
| | 10 | 1973 | 707 | 8.5 | 27.4 | 26.6 | 30.3 | 7.2 | |
| | 10 | 1974 | 689 | 6.7 | 27.0 | 26.4 | 30.9 | 8.0 | .7 |
| | 12 | 1971 | 561 | 5.0 | 25.0 | 25.7 | 38.3 | 5.4 | .7 |
| | 12 | 1973 | 532 | 5.5 | 32.3 | 25.4 | 32.3 | 4.5 | |
| | 12 | 1974 | 525 | 7.8 | 45.9 | 26.3 | 11.8 | 2.9 | 1.7 |
| 4 | 10 | 1971 | 560 | 7.1 | 35.7 | 29.5 | 17.5 | 9.6 | .5 |
| | 10 | 1973 | 707 | 6.4 | 32.0 | 31.1 | 23.1 | 7.5 | |
| | 10 | 1974 | 525 | 6.7 | 30.5 | 29.6 | 20.9 | 11.5 | .6 |
| | 12 | 1971 | 561 | 13.2 | 39.2 | 26.2 | 13.5 | 6.4 | 1.4 |
| | 12 | 1973 | 515 | 3.9 | 36.9 | 33.6 | 25.8 | 3.7 | |
| | 12 | 1974 | 525 | 8.8 | 48.2 | 27.6 | 10.3 | 2.7 | 2.5 |
| 5 | 10 | 1971 | 560 | 3.9 | 21.1 | 29.1 | 26.8 | 17.3 | 1.8 |
| | 10 | 1973 | 710 | 5.9 | 29.7 | 28.5 | 25.4 | 10.6 | |
| | 10 | 1974 | 689 | 8.9 | 30.6 | 29.9 | 18.9 | 11.0 | .6 |
| | 12 | 1971 | 561 | 4.6 | 23.2 | 28.7 | 30.5 | 10.9 | 2.1 |
| | 12 | 1973 | 533 | 3.8 | 23.3 | 32.1 | 31.7 | 9.2 | |
| | 12 | 1974 | 525 | 5.3 | 24.4 | 35.8 | 23.6 | 9.0 | 1.9 |
| 6 | 10 | 1971 | 560 | 11.8 | 44.3 | 10.7 | 6.4 | 25.4 | 1.4 |
| | 10 | 1973 | 709 | 8.3 | 36.7 | 12.7 | 10.2 | 32.2 | |
| | 10 | 1974 | 525 | 8.9 | 35.4 | 13.8 | 9.6 | 31.9 | |
| | 12 | 1971 | 561 | 16.4 | 44.6 | 10.7 | 5.7 | 20.5 | 2.1 |
| | 12 | 1973 | 532 | 8.8 | 45.5 | 13.5 | 9.6 | 22.6 | |
| | 12 | 1974 | 525 | 16.6 | 47.8 | 10.9 | 5.1 | 17.9 | 1.7 |

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*560 of 861 (65.0 percent) and 561 of 762 (73.6 percent) students responded in 1971 at the tenth and twelfth grade levels respectively; 716 of 865 (82.8 percent) and 548 of 757 (72.4 percent) responded in 1973. Some data was missing or could not be used thus accounting for small differences in"N".

## TABLE 2

### General Plans of Twelfth Grade Students in 1971 (sample by Christoffersen),* 1973 (576 of 757 seniors) and 1974 (525 of 664 seniors)

| General Plan | Eau Claire Grade 12 Percents | | |
|---|---|---|---|
| | 1971 | 1973 | 1974 |
| Armed Forces | 5 | 8 | 6 |
| Full-time housewife | 5 | 3 | 4 |
| Employment | 22 | 23 | 25 |
| College/University | 36 | 37 | 38 |
| Vocational-Technical school | 26 | 22 | 22 |
| Other post-secondary school | 3 | 4 | 3 |
| Undecided or No Answer | 0 | 4 | 2 |

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*Sandee Kasmo Christoffersen, "A Study of Audio-Visual Needs as They Relate to Presenting an Effective Public Information Program about VTAE Career Opportunities in District One" (Final Report Project No. 19-019-151-222 C). Menomonie, Wisconsin: Center for Vocational and Adult Education, University of Wisconsin-Stout, June 30, 1972. p. 67.

## TABLE 3

### Certainty of Career Choices of Eau Claire Twelfth Grade Students in 1971 (sample by Christoffersen),* 1973 (576 of 757 seniors) and 1974 (525 of 664 seniors)

| Career Certainty | Eau Claire Grade 12 Percents | | |
|---|---|---|---|
| | 1971* | 1973 | 1974 |
| Very Certain | 18 | 26 | 29 |
| Quite Certain | 35 | 28 | 34 |
| Somewhat Undecided | 29 | 27 | 21 |
| Quite Undecided | 6 | 8 | 6 |
| Completely Undecided | 10 | 8 | 5 |
| No Answer | 9 | 8 | 4 |

*Christoffersen, *Ibid.*, p 6.

# TABLE 4

Source Basis for Career Decisions Reported by Eau Claire Twelfth Grade Students in 1972 (Sample by Christoffersen),*

1973(576 of all 757 seniors) and 1974 (525 of all 664 seniors).

| Information Source | Percents by Response Categories | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
| | 1972 | 1973 | 1974 | 1972 | 1973 | 1974 | 1972 | 1973 | 1974 | 1972 | 1973 | 1974 | 1972 | 1973 | 1974 |
| 1. Parents | 31 | 26 | 20 | 32 | 27 | 28 | 23 | 26 | 29 | 10 | 14 | 14 | 1 | 2 | 3 |
| 2. High School Counselor | 75 | 66 | 46 | 15 | 19 | 26 | 5 | 8 | 16 | 2 | 2 | 5 | 0 | 0 | 1 |
| 3. Other Counselor | 79 | 70 | 63 | 7 | 6 | 6 | 7 | 5 | 5 | 3 | 3 | 6 | 1 | 0 | 1 |
| 4. Friends | 38 | 36 | 30 | 31 | 27 | 27 | 23 | 20 | 20 | 5 | 9 | 12 | 0 | 2 | 2 |
| 5. Teacher | 59 | 53 | 48 | 11 | 15 | 18 | 14 | 12 | 13 | 13 | 11 | 10 | 1 | 1 | 2 |
| 6. Brochure | 66 | 61 | 59 | 10 | 13 | 13 | 12 | 11 | 10 | 7 | 5 | 5 | 2 | 1 | 1 |
| 7. Weekly newspaper | 80 | 83 | 77 | 12 | 6 | 9 | 5 | 3 | 2 | 1 | 1 | 2 | 0 | 0 | 1 |
| 8. Daily newspaper | 79 | 78 | 74 | 11 | 9 | 10 | 5 | 6 | 4 | 2 | 2 | 2 | 0 | 1 | 0 |
| 9. Radio | 86 | 83 | 78 | 8 | 6 | 6 | 1 | 3 | 2 | 2 | 1 | 2 | 0 | 1 | 0 |
| 10. Television | 68 | 74 | 73 | 14 | 10 | 9 | 10 | 5 | 5 | 3 | 3 | 3 | 2 | 0 | 1 |
| 11. Magazine | 66 | 68 | 68 | 14 | 10 | 10 | 11 | 7 | 6 | 7 | 5 | 3 | 0 | 1 | 1 |
| 12. Career Days | 60 | 60 | 59 | 18 | 16 | 12 | 11 | 9 | 11 | 7 | 5 | 3 | 1 | 2 | 2 |
| 13. Visit to District #1 Techn. Inst.—Eau Claire | 80 | 72 | 70 | 7 | 6 | 8 | 6 | 6 | 5 | 4 | 6 | 5 | 0 | 2 | 2 |
| 14. Other | 41 | 42 | 41 | 4 | 3 | 1 | 5 | 3 | 3 | 31 | 11 | 13 | 16 | 9 | 8 |

**1 = None; 2 = Somewhat; 3 = Moderately; 4 = Greatly; 5 = Completely

* From p. 69 of Christoffersen Study (*Ibid.*, p 22.)

while the propositions using the same categories in 1971 and 1973 were 53 and 54 percent. If a desired outcome of career education is that students should select career choices with greater certainty they are correct; an important positive change seems to have occurred between May 1973 and May 1974.

The *Parent Questionnaire* was, as reported earlier, mailed to a random sample consisting of about one-third of the families of fourth- and eighth-grade children. The first mailing was followed, in just over two weeks, by a follow-up mailing to nonrespondents. Instruments were color coded with a notation to permit identification of earlier and later respondents. Of the 581 distributed, 422 (72.6 percent) were returned in time for processing.

One analysis of the data had concern for differences between early and late respondents. On three of 32 such comparisons a significant (at the five percent level) difference existed. No such differences occurred for attitude items. The response of the early respondents were more favorable on the item than those of later respondents. Therefore, it may be surmised that, while 1973 responses may have been slightly less favorable if all parents had responded, the responses of 1974 have no identifiable errors attributable to nonrespondents.

The typical parent tended to have 3 children (Item 1); as yet, very few older children had left school before graduating (Item 2). For Item 3, 36 percent were identified as male children, 33 percent were females, and no sex was designated for 31 percent. About half of the parents preferred that their child go to a business or trade school; five percent fewer hoped their child would attend a four-year college (Item 3b). Proportions hoping their child "would get a job", "marry", and "go to a business or trade school" each increased significantly over the previous year. Parents of children in large families had less hope the child would attend a four-year college.

1974 responses to Item 3c showed marked increased in the proportions of parents indicating they had discussed career plans with the child; 57 percent indicated they had done so in 1973 but the proportion was 72 percent for 1974 parents. Small proportional increases were present to other lines of Item 3c but only a five percent increase in those indicating they had discussed plans with an "other school staff member" had statistical significance; these "other members" might have been the newly involved paraprofessionals in resource centers since they should not have been teachers or counselors.

Item 4 elicited information that the career education program was not much better known about than one year earlier. More parents reported multiple information contacts than a year earlier but the item failed to produce evidence of widespread awareness of the program from parents.

Parental responses to the 12 attitude items of Part II showed indications of improved impressions of both teachers and counselors. Responses to Item 5 which stated "Guidance counselors don't know enough about career possibilities for students" changed from combined totals of 34 percent in the agree level categories in 1973 to 25 percent in 1974. Over the same interval, the percent change in assessment of teachers by parallel Item 12 was seven percent,--from 42 to 35.

The only other change possessing indications of significance was in proportions of parents who believed career education should be interwoven within all parts of the school program rather than in special units and courses (Item 11). This proportion of agreement changed from 67 percent for 1973 parents to 60 percent in 1974. However, the ratio of persons in agreement was still higher than three to one with 15 percent uncertain. In the study by Brickell and Aslanian[6] the percent of parents favoring students learning "..different jobs and job requirements during the study of every subject in every grade" was 73.

In the study conducted by Brickell and Aslanian two identical and one very similar item to those used for Eau Claire parents were discussed. The item statements and percents agreeing were:

| Statement | Percent Agreeing |
|---|---|
| Every student should graduate from high school with a salable skill he can use on a job. | 76 |
| Every student should have at least one paying job before graduating from high school. | 75 |
| Students should be told about different jobs and job requirements during the study of every subject in every grade. | 73 |

It should be noted that preferences by parents for dispersion of career education information throughout grades and subjects was also noted in the 73 percent of agreement in item in the national development study. Also, Eau Claire parents were in almost identical agreement (77 percent on their Item 3 to 76 percent) about need for graduation from high school with a salable skill. They were high in agreement (84 percent on their Item 1 to 75 percent) that students should have a paying job before graduation from high school. This outcome further reinforces the now broadly held belief that parents favor career education.

The *Teacher Questionnaire* was distributed to 39 teachers of fourth- and eighth-grade students, all of whom returned it. The modal response group had taught more than 20 years (21 percent). One-fifth had had no full-time employment other than teaching. Because the group was smaller, older and more experienced, their responses can not be compared with those of teachers one year earlier.

Teacher responses were, however, consistent with those of 1973 at which time the following statements were made:

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[6] H. M. Brickell and C. B. Aslanian, *Ibid*, p. II-16.

In total, the responses of teachers about sources of information suggest newsletters or brochures were most frequent sources and meetings second. Teachers received lesser information from newspapers, TV and radio although some frequently received information from those sources. It must be noted that workshop activity for teachers, which was intensive, preceeded the September 1 cutoff on the questionnaire request for information and, therefore, does not reflect total impact of that source which should have effected each teacher prior to that date. Also, as will be noted later, they heavily understate the amount of communication actually provided.

The same twelve attitude items that were submitted to parents were also submitted to teachers, although not in the same order. Responses to Items 5 and 6 suggest teachers believed they had less necessary knowledge about career possibilities for students than counselors; half believed teachers were deficient and one-fourth viewed counselors as being deficient.

About two-thirds favored students having a paying job before graduation (Item 1); a similar proportion agreed students should graduate with a salable skill (Item 2). However, only about one-fourth agreed the students should hold several kinds of jobs (Item 4).

Three-fourths agreed workmen should come to school to talk about their jobs (Item 7), a position similar to that taken by parents. More than half agreed that schools would be more useful if fully career-oriented (Item 8); almost three of four advocated career education for the full K-12 curriculum (Item 9); this proportion favored interweaving career education into all parts of the school program (Item 12). These items indicate that the teachers were in agreement with the basic strategic position adopted by the project.

Sixty-two percent of the teachers agreed high school students should be allowed to leave school during the day to work (Item 10). However, 52 percent disagreed that it should be the responsibility of high schools to place students in work and educational programs when they leave (Item 11). The latter position is importantly at variance with what is advocated for many career education programs, but it should be noted, is more permissive in this regard than the position taken by parents, 66 percent of whom check "SD" or "D" responses for the same time.

Brickell and Aslanian[7] commented favorably upon the positive career education views held by teachers involved in their study. They reported percents of agreement for two items also adapted and used in this study:

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[7] H. M. Brickell and C. B. Aslanian, *Ibid,* p. II-16.

| Statement | Percent Agreeing |
|---|---|
| You don't need a college degree to be a success. | 86 |
| Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs. | 78 |

Ninety-seven percent of the 1973 Eau Claire teacher respondents agreed with the first item (87 percent of those in 1974) and 77 percent agreed with the second (82 percent in 1974). Thus it may be concluded that judgments acquired and made by Eau Claire teachers of fourth and eighth-grade students are quite similar to those of the quasi-national sample involved in the Model Project.

The *Career Education Questionnaire-OG* produced quite different results in December and May administrations. December results suggested a modest positive impact might be attributed to use by teachers of new career education materials they had produced; the result was not replicated in May. No differences in proportions of respondents by sex were present for the two administrations, 63 percent were male for the combined groups. Neither were differences present in year of enrollment; 66 percent were in their first year for the total group. However, 69 percent of the males were in their first year for the December group while but 55 percent were in their second or third year. This difference coupled with a higher rate of administration by project staff members in the fall (15 percent) compared with that in the spring (4 percent) are the only direct indications of how non-comparability of data collection procedures might have contributed to inconsistent evidence of program impact over the two semesters.

There were several indications of validity in data collection through use of the instrument. Year in institution (Item 3) was different for different program classifications (Item 5). The sexes of students (Item 4) differed by program. There were proportionately more males in the treatment than in the comparison group in December but, because this was also true for May, this cannot be linked to inconsistencies in outcome.

Table 5 contains summary percents for the two administrations. Prior to analysis, Items 2, 7, 9, 10, 13, 15 and 16c were judged to be potentially more sensitive to changes produced by career education units than the others. Directions of desired change were also specified in advance. Data output was subsequently studied to determine whether treatment or comparison groups differed in preferred directions in their responses for each of these items. In December the changes that resulted, when related to a binominal distribution, were

## Table 5

### Percent Responses of Students to CAREER EDUCATION QUESTIONNAIRE-OC
### Administered in December 1973 (N=633) and May 1974 (N=437)

| *Item* | *Month* | *RESPONSE* | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 1. I believe the career education movement can help people like me. | Dec. | 34 | 51 | 11 | 1 | 1 |
| | May | 32 | 53 | 9 | 4 | 0 |
| 2. I have heard some positive things about career education in this class. | Dec. | 18 | 50 | 22 | 7 | 2 |
| | May | 15 | 50 | 22 | 10 | 2 |
| 3. The instructor of this class is interested in career education. | Dec. | 37 | 43 | 16 | 2 | 1 |
| | May | 34 | 44 | 15 | 4 | 0 |
| 4. This class was taught to help me set career goals and arrange to meet them. | Dec. | 25 | 47 | 16 | 9 | 2 |
| | May | 16 | 50 | 19 | 11 | 2 |
| 5. I have had the opportunity to explore performance requirements within my career area. | Dec. | 17 | 48 | 18 | 12 | 2 |
| | May | 16 | 46 | 20 | 14 | 2 |
| 6. In this class I have learned more about career areas closely related to my main interest area. | Dec. | 17 | 42 | 16 | 20 | 4 |
| | May | 13 | 38 | 21 | 23 | 3 |
| 7. I have been helped to better know how my personal characteristics fit my career interests. | Dec. | 15 | 45 | 24 | 12 | 1 |
| | May | 14 | 49 | 22 | 13 | 1 |
| 8. This course gave me a useful career idea from which I learned more about myself. | Dec. | 13 | 45 | 25 | 14 | 2 |
| | May | 10 | 45 | 26 | 15 | 2 |
| 9. I feel the occupational skills taught in this class are important in my chosen career area. | Dec. | 30 | 46 | 12 | 9 | 2 |
| | May | 25 | 42 | 17 | 11 | 3 |
| 10. I have changed my choice of a career within my career area this semester. | Dec. | 3 | 7 | 12 | 35 | 40 |
| | May | 4 | 11 | 15 | 34 | 33 |
| 11. This class has helped me to think more highly of myself. | Dec. | 11 | 40 | 33 | 13 | 1 |
| | May | 10 | 44 | 30 | 12 | 2 |
| 12. This class has helped me to be more confident of myself. | Dec. | 14 | 51 | 23 | 10 | 1 |
| | May | 13 | 52 | 22 | 10 | 1 |
| 13. I understand why some people who have the skills they need to succeed, can fail in their jobs. | Dec. | 18 | 62 | 14 | 4 | 1 |
| | May | 22 | 62 | 11 | 4 | 0 |
| 14. In this class I have learned about personality characteristics I need to be successful. | Dec. | 13 | 48 | 21 | 14 | 2 |
| | May | 21 | 50 | 18 | 9 | 1 |
| 15. This class helped me to better understand that I must be flexible and adjust throughout my life. | Dec. | 22 | 56 | 13 | 6 | 1 |
| | May | 31 | 51 | 10 | 5 | 0 |
| 16. I gained helpful information on careers from this class: | | | | | | |
| 16a reading printed material | Dec. | 50 | | | | |
| | May | 50 | | | | |
| 16b viewing slides and listening to cassette tape | Dec. | 27 | | | | |
| | May | 34 | | | | |
| 16c group discussion | Dec. | 61 | | | | |
| | May | 57 | | | | |
| 16d conferences with the instructor | Dec. | 25 | | | | |
| | May | 23 | | | | |
| 16e other | Dec. | 24 | | | | |
| | May | 24 | | | | |

significant at what is commonly called the "ten percent level." This difference, while not as great as would frequently be cited as evidence of impact, suggests the units may have had a positive impact on students enrolled in the fall semester.

The same procedures, when applied to spring data, produced no evidence of impact of new materials. Many reasons can be given for this outcome but all are so conjectural as to be of no promise. The data that has been collected may, however, serve as baseline information for subsequent follow-up if it is independently funded.

Item 4 was a complex item having 14 subitems. Percents of the response to it are recorded in Table 4. The formatting of the table is, because of the structure of responses to the item, difficult to interpret. It may be the easiest to understand if attention is first directed to the second and third columns of percents under Response Category 1. These columns indicate 1974 respondents much less frequently checked this response for almost every information source; consequently, they attributed to the various sources greater influence than was the case for the two previous groups.

To what group(s) did they attribute greatest influence? In order from highest to lowest they again indicated parents were most influential. Friends were second most influential followed by teachers and high school counselors. The major difference in 1974 responses was a marked increase in the influence attributed to the high school counselor for whom increases may be noted for each response category.

May the apparent increase in influence of high school counselors be safely credited to the Career Education Project? One possible source of bias arises from the fact proportions of response were influenced by changes in the proportion of female to male respondents. However, an increase of two percent in the proportion of female respondents could not by itself account for the differences that were present. Nor can changes in the timing or conduct of administration of the questionnaire fully explain the increases. Therefore, while caution must be exercised against over-interpretation, positive credit should be given to the project for probable important impact.

Data collected through use of the *Student Follow-up Questionnaire --Part 2* prove a generally high rating for the Technical Institute. A summary of responses is in Appendix J. Students had, on the average, needed two weeks to find a job. More than seven students would recommend their occupational program to others for each student who would not (Item 18). Forty-one percent suggested no program improvements were needed at District One (Item 20).

Indications of greatest need for improvement were to be found in items having concern for interpersonal relations. Thirty-nine percent of respondents indicated they had received no or little help at "being able to talk to the boss about job problems" (Item 21, E). About one in four gave similar ratings where getting along with other persons is involved (Item 21, F and G). A similar fraction responded in the same manner to questions about their skills for getting a job (Item 21, I and J). Students who had not stayed in the institution to graduation exhibited slightly less favorable attitudes than those who did. The responses suggest that, if the items assess outcomes sought by the institution there is room for improvement in spite of the generally favorable impressions that were given.

The *Ohio Vocational Interest Survey* (1969) was administered to tenth-grade students in October 1971, 1972 and 1973. The 1971 administration was to only 504 students then enrolled in Eau Claire Memorial High School, but the 1972 administration was to 812 students in the two city high schools. It was administered to 859 students in 1973. The interval between the last administrations included time covered by the first and second project years. It is not appropriate to consider more than large trends present in the data. Their sensitivity to historic changes in interest and enrollment behavior must be kept in mind when changes are noted.

College preparatory enrollments went down from 35 percent of students in October 1971 to 25 percent in 1972 and 20 percent in 1973. Over the same time post-high school plans for college-university enrollment went down from 37 percent to 27 percent and finally 24 percent in 1973. Enrollments in vocational-technical programs went up from 26 percent to 33 percent and then 31 percent in the same interval. Interest in vocational programs (the "interested" category for Item 5 of the instrument) increased from 53 percent of responses in 1971 to 1972 but held at 61 percent in 1973. This suggests a hard core base level for students interested in college had been reached while over the same time vocational program interest may have been peaking. This is interesting and potentially useful information for future program planning.

## 5. EVIDENCE OF GOAL/OBJECTIVE ATTAINMENTS

This report section is organized by project objective. For each objective a statement of general agreement or disagreement with the five-point attainment rating of the project staff was made. The ratings were:

1. Fully successful
2. Moderately successful
3. Minimally successful
4. Unsuccessful
5. Insufficient Information

Reasons for agreement or disagreement are, on each occasion, made with elaboration to bring out the basis for the position that is taken. Finally, for each comment section is included a goal/objective. Comments usually have concern for transportability characteristics of the project. Because objectives were not as specifically defined as the case for some types of projects, separate, single pages for the presentation of each objective seemed inappropriate.*

A continuing pleasant feature of working as third-party evaluator for the project has been the willingness of staff members of both components to critically review their accomplishments and ultimately assign numerical ratings to them. While the ratings are in part based on strongly subjective elements they are submitted to readers as a means of more readily understanding how project staff and third-party evaluator judged project outcomes. Elaborative information can be located on many pages within the complete Final Report.

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*Readers of the project report and prior project documents will note that use of the terms "component", "objectives", and "goal" vary in their meanings from what the same terms might mean in another educational project setting. It is for this reason that the term "goal/objective" is used in this report.

### a. *Eau Claire Public Schools Goals and Objectives*

Goal 1. To provide adequate career counseling and guidance services for students, parents, and teachers.

Objectives

1) Materials for integrating Career Education into the curriculum (K-12) will be provided, and available community resources for Career Education activities within the school will be utilized.

2) Local guidance staffs will develop role descriptions for school counselors' involvement in Career Education.

3) Group and individual career counseling activities will be provided to all high school students.

4) A comprehensive orientation program will be provided all junior high school students to assist them in planning a senior high school program.

5) A comprehensive collection of career materials will be established at all secondary schools.

6) Career consultant and counselor services will be provided all teachers, guidance personnel, and administrators.

7) Parents will be made aware of Career Education and career opportunities available to their children.

8) Career consultants will be involved in systemwide in-service programs designed to promote involvement of all staff members in Career Education.

Attainments: Chapter 8 of the complete Project Report contains an extensive discussion of attainments for each of these objectives. Questionnaire data from teachers and parents seem, at first attention, to suggest that attainments for this goal were less than reported in the Chapter 8 narrative. For example, only 16.6 percent of parents received information at meetings, 32.3 percent received information by newsletter or brochure and 28.1 percent by newspaper, television or radio. These responses are similar to those one year earlier. However, most parents did not attend meetings. Materials again verified to have been mailed to them were apparently not read or remembered nor was the content of other media transmissions retained.

Other information suggests much greater success. Many more fourth and eighth grade parents than a year earlier reported discussing career plans with their children. High school seniors gave higher ratings to the guidance staffs. In Chapter 8 an impressive list of accomplishments has been recorded. The Evaluator is inclined to rate outcomes for Goal I somewhat higher than the author's of the chapter. A rating of "1" could be strongly defended.

Comment: The scrutiny directed toward the guidance function during the 1973-74 year was accompanied by much self-questioning by guidance staff. First results of this self-study encourage the view this review has been beneficial.

Goal II. To develop student self awareness and favorable attitudes about the personal, social, and economic significance of work through planned learning activities.

Objectives

1) Classroom activities will provide each student an opportunity to develop a positive self concept.

2) Instructional materials emphasizing self-development and peer adjustment will be made for integration into the curriculum, K-12.

3) Consultant services in the effective use of classroom self-development materials will be made available to teachers, guidance personnel, and administrators.

4) Opportunities will be provided each student to appraise personal interest, abilities, attitudes, and values.

5) Small group counseling services will be provided selected elementary students.

6) The sixteen Wisconsin career development concepts will be integrated into the existing K-12 curriculum.

Attainments: The amount of activity generated at the classroom level in Eau Claire public schools was very great. An impressive level of teacher and administrator involvement has been achieved. Students seem to possess elements of strong self awareness and favorable attitudes. The Evaluator agrees that a rating of "1" may be appropriate but hesitates to agree development of self awareness was the strongest part of the entire program. Broad staff involvement may have been the most important success. In any case, extensive adoption of concern for self awareness has been a major accomplishment.

Comment: Many of the most difficult measurement problems for career education involve the nature of self awareness. Because it has not been defined and measured with high success, outcomes for students on behalf of this goal cannot be well understood.

Goal III. To establish programs, K-12, designed to develop student awareness in terms of the broad range of options open to each person in the world of work.

Objectives

1) Classroom and building activities will be developed, K-12, to increase student career awareness, exploration, and preparation.

2) Guidance staffs will participate in group activities in cooperation with the instructional staffs to develop student knowledge of the world of work.

3) Library and media centers will provide career resource materials and conduct instructional programs in their use.

Attainments: During the preceeding year there were important accomplishments on behalf of this goal. In 1973-74 a level of effort similar to that a year earlier was maintained. New curriculum offerings were prepared, there were more visitors to many classrooms by adults. But, much more might conceivably have been done. Therefore, a rating of "2" is appropriate.

Comment: In Chapter 8 it is correctly noted that lack of available practical experiences for students is a basic limiting factor in this area. This limitation must not be lost sight of. So long as parents question that students should leave school during the day and there are other restrictions on experiences for students, schools will have to rely on theoretical discussions for most instruction in this area.

Goal IV. To establish programs, beginning at the junior high school level, designed to provide career orientation and meaningful exploratory experiences for students.

Objectives

1) Junior high school curriculum will be expanded to include more exploratory opportunities for all students.

2) Senior high school curriculum will be expanded to include additional elective courses in career orientation and career preparation.

3) Guidance services will be provided to develop student awareness of curriculum offerings relative to personal career planning on the junior and senior high school levels.

Attainments: Questionnaire results of May 1973 suggested major efforts should be made to improve career guidance services at all secondary levels. Consequently, the most intense concern of this project was for improvement of those services. The two secondary career counselors were moved into the junior and senior high school buildings for their work. Each interacted with teachers and other building staff members to assure there would be progress in this area. Major progress seems to have occurred. Therefore, a rating of "1" for this component is deserved.

Comment: Attitude trend data for future years would be worth close study. Submission of the Student Questionniare on Guidance Services could possibly be useful for future program planning. Responses of parents to questions at the eighth grade level might be worth annual review although, because they seem quite stable, new data from them might not be needed for several years.

Goal V. Programs at grade levels 10-12 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative educational opportunities available to all interested students.

Objectives

1) Senior high students will elect more courses that are designed to give them marketable skills and/or provide them with a foundation for advanced post-high school training.

2) Career and exit counselors will maintain and disseminate current information to students relevant to local and national career opportunities available.

3) Additional high school vocational education courses utilizing on-the-job training will be added to this curriculum offering.

Attainments: High school students have enrolled in greater numbers in new courses that were oriented toward vocational skill development. However, the increase in actual job experience has not been as great as it might have been. Therefore, a rating of "2" for this goal is appropriate.

Comment: Trends in OVIS responses are by themselves difficult to interpret. In Fall 1973, tenth graders showed less interest in specific vocational curricula than the preceeding year. This and other information suggest they were examining their choices more carefully, knew they had not fixed their choices well (more confident of their uncertainty) but were more convinced they did not wish to go to college. Greater polarization between college and non-college bound may have been occurring.

Goal VI: To establish programs designed to provide the placement of all exiting students in either a job, a post-secondary occupational training program, a baccalaureate program, or other pursuit of their choice.

Objectives

1) Senior high school students will be provided assistance in the development of attitudes, behaviors, and techniques to get, hold, and advance on a job.

2) Career and exit counselors will work with local employers and Wisconsin State Employment Service in placing exiting students and meeting manpower needs.

3) Information on available post-high school education and training programs will be provided for students and parents.

Attainments: The dropout rate for Eau Claire public schools is very low. The third-party evaluator has studied records maintained in the office of the Superintendent of Schools for both the dropout and student exemption categories. These records indicate that departures from regular class attendance have been closely monitored by the superintendent and his immediate staff.

Job placement initiatives have been greater during the year but accurate quantitative count was not maintained. Of course, they might have been much greater, thus a rating of "2" is appropriate.

Comment: This necessary and generally unadopted career education feature is not easily initiated because guidance counselors often lack personal experience in other than occupations related to education. This feature should have been more closely studied during the year, an important detail in evaluation that was not fully planned for.

### *b. Technical Institute Component Objectives*

Component 1:

Articulation with the Eau Claire Public School Career Education staff in implementation and use of materials in the K-Adult system. New materials will be considered jointly and pilot tested where most appropriate.

Objectives:

1) Meeting (Administrative meeting monthly). Periodic reports, plan and revise subsequent activities.

2) Field test materials (film preview - review & exchange materials from other projects with the public school).

3) Summarize and disseminate materials found most useful with the public school (in-service, mailing, newsletter, seminars, individual contacts, summarize materials, cluster charts).

4) Teachers, staff and students will receive materials and services and career content will be transmitted as a result of our efforts.

Attainments: Monthly administrative meetings were held; they led to revisions in subsequent activities. Materials were field tested. Summarization and dissemination were activities of the project and teachers, staff and students received materials and extensive service. The component report gave ratings of "1" to each of the first two objectives and ratings of "2" for the next. The Evaluator is in agreement with each rating but the second. Field testing was not rigorously undertaken so that materials would receive technical descriptive ratings. Therefore, the Evaluator prefers a rating of "2" for this objective.

Comment: These attainment ratings perhaps overstate component successes from dissemination-transporting activities on behalf of local education agencies external to the project. The Technical Institute Component was only minimally successful in its efforts to work with LEA's other than the Eau Claire Public Schools.

Component 2:

Cooperate with the Eau Claire Public School Career Education staff in dissemination and/or transporting models of Eau Claire Public Schools and VTAE District One project activities and to jointly or independently provide orientation services according to the needs of the requesting group.

Objectives:

1) Identify needs of these audiences (e.g., K-12 & Vocational Technical Systems) by direct and indirect surveys and/or continual evaluation of needs.

2) Develop services in response to the needs of the audiences provided they fall within the project components (guides, flyers, sample packets, brochures, directories, slide-tape series and other audio visual media, will be developed, revised and/or up-dated).

3) Teachers, staff and students will receive materials and services and career content will be transmitted (e.g., in-service, seminars, tours, individual contact and products).

4) Publicize methods and models via various (e.g., newspapers, television, radio, pamphlets, seminars, conferences, workshops).

Attainments: The strongest attainments of this component were clearly for Objective 2. The project was able, as a result of the employment of a media specialist, to do an excellent job of materials development. Therefore, a rating of "1", higher than that for other objectives, is appropriate. Needs were surveyed, materials were distributed, content was transmitted by a variety of methods including use of media. Therefore, ratings of "2" for the other objectives seems equally appropriate.

Comment: These attainment ratings perhaps overstate component successes from dissemination-transporting activities on behalf of local education agencies external to the project. The Technical Institute Component was only minimally successful in its efforts to work with LEA's other than the Eau Claire Public Schools.

Component 3:

Assist and coordinate in field testing 1973 workshop materials; provide consultant services to workshop participants, District One Departmental staff and staff to other districts.

Objectives:

1) Revise, edit and print (options 1-5), units, tapes and individual objectives.

2) Offer consulting assistance through direction from the workshop advisory committee to the workshop participants and District One Departmental staff.

3) Provide consulting time to staffs (K-12 and Vocational Technical).

4) Produced units will be used with students (K-Adult).

Attainments: The staff were very successful in their efforts to attain these objectives. A great amount of revision, editing and printing occurred. Units were produced and consulting assistance was regularly offered. Therefore a rating of "1" for the first, second and fourth objectives is appropriate. A lower rating of "2" is necessary for the other in large part because of relatively low contact (in relation to what was desired) with K-12 staffs.

Comment: The attainment pattern for these objectives clearly reflects both the strengths and greatest deficiency of the project. Staff members worked diligently to disseminate. However, they could go only as far there as the persons they wished to work with would permit them to. Failure of area coordinators in the Technical Institute (whose role it was to serve as field contact representatives) to meet their preferred responsibilities for initiating contacts was a barrier to project staff efforts to do more with area school systems.

Component 4:

Articulate with area agency and institutional personnel who provide consultation services so as to improve the coordination of the delivery of information and services.

Objectives:

1) Establish and maintain liaison committees with CESA's, Area "C",

Referral Agencies and Chamber of Commerce.

2) Furthering liaison activities with such groups as Career Education staffs in other districts (state wide advisory), schools, national groups and professional organizations.

3) Assist in "counseling" or informing agency personnel/clients about Career Education activities (seminars, joint meetings, shared activities). Career Mobile project pending - direct application.

Attainments: Ratings of "2", "1" and "2" for these objectives are appropriate. Career educators in Wisconsin have developed an extensive network for communication among themselves; the staff of this component were fully involved in this network. Liaison with groups other than career educators was much more difficult to initiate and maintain; consequently, lower ratings were earned for this type of activity.

Comment: It is very hard to set attainment standards that provide comparable challenges among objectives. Objectives 1 and 3 were more difficult to attain than the other. Because it is much easier to establish a liaison network among career educators than between them and other groups, care must be directed toward preventing excessive resources going into this type of activity. It is the opinion of the Evaluator this did not occur.

Component 5:

Survey, up date, develop and disseminate information about learning and career resources which are available in the business-industrial community of the area.

Objectives:

1) Inventory business-industrial career resources. (Design, adapt, process, follow-up, interpretations, surveys, ourselves or in conjunction with CESA, Area "C", or District One Area Coordinator.

2) Summarize, adapt, publish and disseminate information about Career Education resources in business-industry for use by agencies and individuals.

3) Agencies and individuals will use the prepared resource inventories. Career Mobile project pendings-direct application.

Attainments: Activities for the first two objectives were carried out with high efficiency thus earning the "1" ratings. Use of prepared inventories was not documented to be full enough to justify a similarly high rating.

Comment: A large amount of staff time was committed to discussion of, planning for and seeking funding for a career mobile project. The project was not funded. This time commitment seemed justified as a potential means of gaining greater access to rural LEA's. Perhaps it would have been better to budget more money for travel and use proposal preparation time for direct contact.

## 6. AGENCY IMPACT

Career education was being actively implemented within the Eau Claire public schools before arrival of funding sources for this project. Prior commitment to the principles and goals of career education enabled the component based in that system to employ as staff members persons already knowledgeable about procedures likely to produce change within the system. In this context, the expenditures of the project can be seen to have maintained the pace of development of the preceeding year.

Counselors were this year intensively involved in study of their potential contributions to better career education. Teachers, particularly those at the secondary level, developed and used additional procedures for career education. While special counseling services were made available at the elementary level the greatest second year impact was in grades 8-12.

At the same time, administrators of the district were highly cooperative with changes that were made. The project's counselors will in 1974-75 be retained in positions having a career education emphasis. There will be two elementary guidance counselors. External funding will not be used for this purpose. The district has made a firm commitment to continuation of a strong career education emphasis in its instructional and guidance programs.

It was noted a year ago that a much different situation has existed within the Technical Institute. The staff first recruited to conduct the Institute Component had not lacked understanding of the problems to be encountered but had not been previously employed in the local technical institute setting nor were they well known to members of its instructional staff. While they had had work experiences in the same or similar communities to those served by the Technical Institute they were not well known within the area served by it. For this reason they could not have been expected to install a fully functioning career education program within the Technical Institute and its surrounding area over the time available to them.

Results of the 1973 Summer Workshop for Technical Institute faculty members strongly suggested the project had by then become enthusiastically accepted by at least most persons who participated in it. Many continued their efforts during the second year. Interest in the 1974 Summer Workshop further indicates other staff members have interest in career education and will try to apply its principles in 1974-75. Graphs of use of material confirm instructor interest and commitment.

The liaison role of area coordinators as career education contacts in school systems of the area continued to be largely nonfunctional during the second year. Area coordinators cannot in the future be expected to be effective as representatives of career education in the area.

A new role, that of career education counselor has been established in the Area One Technical Institute. This position was filled by the Project Director. It is not clear whether the position will function much beyond that of an enrollment recruiter but it is encouraging that this staff member was not terminated at the end of project funding. Ironically, however, at the time of writing of this report the two career education consultants employed by the project had sought other employment. Each had for two years worked diligently and ably on behalf of career education but neither was retained by the Technical Institute.

Thus, the Technical Institute Component, while generally successful in meeting its annual goals, had a much less tangible impact on its host agency than was first anticipated by its staff and sponsors.

## 7. COST AND TRANSPORTABILITY

Costs for the Technical Institute Component have, to the best of our knowledge, been those reported and estimated in its report. Comments made about the transportability of the project and its components a year ago seem still to be true but new emphasis is needed. Transportability of the Technical Component seems to be dependent upon (1) the availability of personnel experienced with the operations of career education or of competent consultants, (2) the existence of external funds to initiate and also to continue the project, and (3) the availability of either personnel already recognized and accepted for their abilities by the instructional staff of the institute or the selection of personnel who, given strong administrative support, can develop this recognition. However, the last point now requires particular emphasis. It can be seen in retrospect that it might be more effective to recruit staff members from the local faculty and provide them with capable consulting support than to attempt to build with externally recruited personnel.

Costs reported by the Eau Claire public schools component are also, to the best of our knowledge, accurate as reported. Transportability of important features of the public school component have been dependent upon the existence of full commitment by the administrative staff of the district to career education. Exceptional strength in counseling has also been required. A school system possessing high levels of commitment and competent personnel and which is aware of the strengths and limitations of the career education movement might seek to develop the broad levels of involvement sought in Eau Claire. Systems with lesser levels of initial commitment could encounter much more resistance and progress at a much slower pace.

Both components were greatly dependent upon the availability of external funds for their effectiveness. The materials that were produced and distributed are in part adaptable to other settings but they could not have been produced without the presence of both persons knowledgeable about the various meanings of career education and supplemental financial support.

# 8. SUMMARY

The measurement of outcomes of the Eau Claire Career Education Project has been an exceptionally difficult task. Career education has been actively implemented in the public schools of the city prior to the arrival of the project with the result that change had already been instituted and was under way. Technical Institute enrollments had been increasing dramatically with accompanying reductions in proportional enrollments in colleges and universities; then quickly, the increase of enrollment stopped. Thus, historical effects serve to mask the impact of any single year of the project.

Reconceptualization of the project's goals and operations has also been necessary. This has been an important feature of the project. Consequently, evaluation had to be adapted to developments of the project. As areas where it might be most active and effective were identified and others where there would be lessened activity were noted, a longitudinal evaluation design was initiated and applied. Outcomes of the use of this approach have included statistical presentations and written descriptions of activities that can be credibly related to changes in reported statistics.

The primary evaluation question is, of course, did the project attain the goals and objectives set for it? The project was for the second year staffed and administered in close compliance with the plan set up for it. Operational goals were generally well attained. Management was good. Materials production was excellent. Many teachers were involved in career education. They were helped to develop materials for personal use. Outcomes of their experiences were shared with many other persons.

Second year use of instruments led to establishment of quantitative links with the populations and instruments involved in the Comprehensive Career Education Model Project, a major career education development effort. These links establish that students in grades four and eight of the Eau Claire Public Schools also possessed highly positive career education attitudes. This may be a characteristic of children across the nation in which case, because parents also hold very positive attitudes, there is considerable justification for continued national emphasis on career education.

With the exception that more parents reported discussing careers with their children than a year earlier (an important project-relatable outcome) responses to the Parent Questionnaire were very similar to those one year earlier. The instrument seems to have tapped quite stable attitudes which are worth continued assessment but do not require annual follow-up.

Students responses on the Pupil Career Education Questionnaire indicated attitudes of eighth-graders may have improved very slightly while those of fourth-graders were not altered. This is consistent with intended emphasis during the year on improvements in the secondary grades. Eighth grade students also reported more visitors came to their classrooms. Responses at these grade levels changed in directions consistent with project intent and activities. Boys again expressed markedly stronger preference for use of films than did girls.

Responses to the Student Questionnaire on Guidance Services, which was administered to students at both the 10th and 12th grade levels, are somewhat ambiguous but positive. Marked improvement in ratings for guidance service performance occurred at the 12th grade level. A similar increase was desired for the 10th grade but did not appear. Reasons for this are not clear but it must be surmised that the preferred interpretation should acknowledge uncontrolled variability in response at the same time positive project impact is inferred.

Use of the Student Questionnaire on Guidance Services also led to evidence of change in the certainty 12th grade students assigned to their career choices. This change, which may or may not be a preferred outcome of improved career education seems to have occurred between May 1973 and May 1974; it may be project-related.

The Career Education Questionnaire-OG was administered to students in the Technical Institute as part of a loose quasi-experiment to determine whether use of newly developed units produced changes in the attitudes of students enrolled there. A December administration suggested there had been desired changes. This was not replicated through a May administration but the populations studied the two semesters differed and the design was perhaps too crudely applied to be sensitive to the outcomes under study.

Teachers continued to express positive attitudes toward career education. Workshop participants have indicated they valued their experiences. Staff, students and parent preferences seem to be in consistent agreement so far as operational features of career education are concerned.

A Student Follow-up Questionnaire was sent to previous year graduates of the Technical Institute. This data, while not directly relevant to project objectives, proved to be very favorable to the Technical Institute. Students who had not stayed in the institution to graduation were less favorable in their responses than those who did. Responses suggest students might benefit from improved curricular opportunities in areas of interpersonal relations development. They felt they could use more help at knowing how to "talk to the boss" and similar job-related communications problems.

Career education is a well developed and adopted feature of education in the Eau Claire Public Schools. The project has left identifiable impacts on the curriculum and staff. The Technical Institute Component, which started at a point well behind that at which its companion component began, made progress but has farther yet to go. The former component vastly improved its formal conceptualization of career education and developed an integrated management plan during the year. There was marked increase in materials usage at the Institute with prospects the use would continue through the next year.

Points in time have been established and procedures are now available to permit continued monitoring of many widely sought career education outcomes. It is the Evaluators opinion that, in spite of attenuating conceptual and measurement problems, substantial evidence exists to suggest for each of teachers, students and parents.

## 12. Summary, Conclusion, and Recommendations

### A. Public School Component:

During the 1973-74 school year, systematic review of the total career education program has enabled the career education team to revise, revamp, expand, add to, or delete specific facets of the program as seemed necessary for general improvement and effectiveness.

The degree of successful attainment of project goals has served as a basis for planning future efforts in career education which will be supported with local resources. The main thrust of these efforts will be in the following areas:

(1) Instructional Program: Curriculum offerings will continue to be examined, and appropriate career education concepts will be integrated. More courses providing career introduction, exploration, and preparation will be made available to students, grades K-12.

(2) Guidance Services: An elementary guidance program will be initiated during the 1974-75 school year. The first phase of this program will involve two full-time elementary counselors serving four schools. Additional elementary guidance staff will be employed as guidelines are established. Secondary guidance staff will continue to expand services on the secondary level.

The K-12 guidance advisory committee will continue to monitor progress towards this goal. To assist in this effort, the Wisconsin Department of Public Instruction has been contacted for consultation during the coming year.

(3) Public Relations: Established career education informational programs will be continued. These programs will be supplemented through increased efforts by Central Office and building administrators to better inform school personnel and the general public of career education activities.

To supplement and support these activities, local resources have been allocated to provide current career education materials for use by teachers and students.

Supervision and monitoring of this program will be the responsibility of the Central Office administration and building principals.

## B. Technical Institute Component:

### (1) Conclusions:

Career education can act as a unifying force in and between institutions.

Articulation efforts and the cooperation of staff at all levels of education are aimed at removing barriers that exist or can exist at all these levels.

We find that a guide must necessarily have staff involvement in the development stage before effective implementation can ensue.

Before career education can be implemented, motivation must be both the key and the initial step in effecting changes.

### (2) Implications:

Time and attitudinal changes are evolutionary processes necessary for the full realization of career education. We can all contribute, and, with each contributing his own experiences gathered and nurtured in the world of work, untold benefit will hopefully be reaped by all people, at any time and at any place throughout each person's lifestyle.

### (3) Recommendations:

It is recommended that all career education efforts, wherever they focus, begin with the backing and support of all concerned. In this way attention is focused on real needs.

Eugene I. Lehrmann, Project Director

Date

# APPENDIX A

JULY 16, 1973

## MANAGEMENT DESIGN SYSTEM - DISTRICT ONE CAREER EDUCATION PROJECT - PHASE II
## SCHEDULE OF COMPONENTS

**Component a:**

Articulation with the Eau Claire Public School Career Education staff in implementation and use of materials in the K-Adult system. New materials will be considered jointly and pilot tested where most appropriate.

**Objectives:**

1) Meeting (Administrative meeting monthly). Periodic reports, plan and revise subsequent activities.

2) Field test materials (film preview - review & exchange materials from other projects with the public school).

3) Summarize and disseminate materials found most useful with the public school (in-service, mailing, newsletter, seminars, individual contacts, summarize materials, cluster charts.)

4) Teachers, staff and students will receive materials and services and career content ~~and~~ will be transmitted as a result of our efforts.

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COMPONENT a

End
Pha
6-

| | | JUNE | JULY | AUG. | SEPT | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APRIL | MAY | JU |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| #1 | J. | 12<br>WORKSHOP MANUAL | 6<br>FINAL REPORT COORDINATION | — | — | — | — | — | — | — | — | — | 6<br>FINAL ✓ REPORT | 6<br>FINAL REPORT |
| | O. | 12<br>WORKSHOP MANUAL | 6<br>FINAL REPORT COORDINATION | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8<br>FINAL REPORT | 8<br>FINAL REPORT |
| | R. | 12<br>WORKSHOP MANUAL | — | — | — | — | — | — | — | — | — | — | — | — |
| #2 | J. | — | — | — | 8 ——<br>(2 HOURS PER WEEK) | —— | —— | —— | | | | | | |
| | O. | — | — | — | 6 ——<br>(2 HOURS PER WEEK) | —— | —— | —— | | | | | | |
| | R. | — | — | — | 8 ——<br>(2 HOURS PER WEEK) | —— | —— | —— | | | | | | |
| #3 | J. | — | — | — | 16<br>PREVIEW PUBLIC SCHOOL WORKSHOP MATERIALS. | 2 —— | —— | —— | | | | | | |
| | O. | — | — | — | 16<br>" | 2 —— | —— | —— | | | | | | |
| | R. | — | — | — | 16<br>" | 4 —— | —— | —— | | | | | | |
| #4 | J. | | | | | | | | | | | | | |
| | O. | | | | | | | | | | | | | |
| | R. | | | | | | | | | | | | | |
| TALS | J. | 12 | 6 | – | 24 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 15 | 16 |
| | O. | 12 | 6 | 8 | 32 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| | R. | 12 | 6 | – | 24 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |

JULY 16, 1973

## MANAGEMENT DESIGN SYSTEM - DISTRICT ONE CAREER EDUCATION PROJECT - PHASE II
## SCHEDULE OF COMPONENTS

**Component 6:**

Cooperate with the Eau Claire Public School Career Education staff in dissemination and/or transporting models of Eau Claire Public Schools and VTAE District One project activities and to jointly or independently provide orientation services according to the needs of the requesting group.

**Objectives:**

1) Identify needs of these audiences (e.g., K-12 & Vocational Technical Systems) by direct and indirect surveys and/or continual evaluation of needs.

2) Develop services in response to the needs of the audiences provided they fall within the project components ( guides, flyers, sample packets, brochures, directories, slide-tape series and other audio visual media, will be developed, revised and/or up-dated.

3) Teachers, staff and students will receive materials and services and career content will be transmitted (e.g., in-service, seminars, tours, individual contact and products).

4) Publicize methods and models via various media (e.g., newspapers, television, radio, pamphlets, seminars, conferences, workshops).

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COMPONENT 6

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| | JUNE | JULY | AUG. | SEPT | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APRIL | MAY | JU |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| J. | — | — | 6 | 6 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | — | — |
| O. | — | — | 8 | 8 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | — | — |
| R. | — | — | 6 | 6 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | — | — |
| J. | 6 Revise Flyers | 3 (Develop Sample Package) | 40 (Develop tour guide package) Revise, update, develop (flyers, directory, brochures) | 30 | 20 | 30 | 15 | 15 | 48 — 12 | 32 Hr per week repair | 32 | 32 Field tested pa | — |
| O. | — | — | — | — | — | — | — | — | 48 — 12 | — | — | — | — |
| R. | 10 Revise slides | 16 Revise slides | 30 Update script(s) slide(s) [illegible] Employment package | [illegible] | [illegible] | 30 | 25 | 25 | 73 — 12 | 32 | 32 | 32 | — |
| J. | | | 6 In-service | 2 Tours | 2 | 5 | 5 | 7 In-service | 5 | 5 | 5 | 5 → | |
| O. | | | 2 In-service | | | | | 2 Inservice | | | | | |
| R. | | | 2 In-service | | | | | 2 In-service | | | | | |
| J. | 3 Write news release contact WEAU-T.V. | | 1 | 1 Radio - Bill Hull, WAYY - ETN - Tele-course | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 → | |
| O. | | | 1 Presentations to classes conferences | | | | | 1 | 1 | 1 | 1 | 1 → | |
| R. | | ~~16~~ Madison trip cancelled | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 15 J. | 9 | 72 | 49 | 42 | 37 | 37 | 22 | 27 | 55 | 39 | 39 | 36 | — |
| O. | — | | 81 | 9 | | | 3 | 7 | 51 | 3 | 3 | 1 | — |
| R. | 10 | 16 | 29 | 57 | 52 | 52 | 27 | 32 | 80 | 34 | 34 | 39 | — |

JULY 16, 1973

## MANAGEMENT DESIGN SYSTEM - DISTRICT ONE CAREER EDUCATION PROJECT - PHASE II
## SCHEDULE OF COMPONENTS

Component c:

Assist and coordinate in field testing 1973 workshop materials; provide consultant services to workshop participants, District One Departmental staff and staff to other districts.

Objectives:

1) Revise, edit and print (options 1-5), units, tapes and individual objectives.

2) Offer consulting assistance through direction from the workshop advisory committee to the workshop participants and District One Departmental staff.

3) Privide consulting time to staffs (K-12 and Vocational Technical).

4) Produced units will be used with students (K-Adult).

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COMPONENT C

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| | | JUNE | JULY | AUG. | SEPT | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APRIL | MAY | JU |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| #1 | J. | | 40<br>Revise, edit &<br>reproduce workshop materials | | | | | 8<br>Revise,<br>coordinate | 10<br>select,<br>reproduction of workshop materials | | | | | |
| | O. | | | | | | | 8 " | 10 " | | | | | |
| | R. | | | Meeting.<br>Revise & coordinate<br>distribution of<br>[illegible] package | | | | 8 " | 10 " | | | | | |
| #2 | J. | | | 2<br>meeting with<br>workshop participants | | | | 8<br>Evaluate<br>workshop<br>materials | 2<br>in-service meeting with<br>workshop participants | | | | | |
| | O. | | | 2 " | | | | 8 " | 2 " | | | | | |
| | R. | | | 2 " | | | | 8 " | 2 " | | | | | |
| #3 | J. | 80<br>1973 Summer workshop | | 8<br>Inservice<br>with area [illegible] | 10<br>Formal meeting<br>with individual<br>liaison assignments | | | 4<br>meet with<br>CESA &<br>area schools | 10<br>meet with<br>assigned workshop<br>participants | | 4<br>meeting with<br>CESA, secondary schools in district | 4 | | 40 '74<br>wor |
| | O. | 20 "<br>73 workshop | | 8 " | 10 "<br>liaison meet | | | 4 " | 10 " | | 4 " | 4 " | | 40 '74<br>work |
| | R. | 20 "<br>73 workshop | | 8 " | 10 "<br>liaison meet | | | 4 " | 10 " | | 4 " | 4 " | | 40<br>'74 w |
| #4 | J. | | | | | | | | | | | | | |
| | O. | | | | | | | | | | | | | |
| | R. | | | | | | | | | | | | | |
| ALS | J. | 80 | 40 | 10 | 10 | – | – | 20 | 22 | – | 4 | 4 | | 40 |
| | O. | 80 | – | 10 | 10 | – | – | 20 | 22 | – | 4 | 4 | | 40 |
| | R. | 80 | – | 30 | 10 | – | – | 20 | 22 | – | 4 | 4 | | 40 |

JULY 16, 1973

## MANAGEMENT DESIGN SYSTEM - DISTRICT ONE CAREER EDUCATION PROJECT - PHASE II
## SCHEDULE OF COMPONENTS

Component d:

Articulate with area agency and institutional personnel who provide consultation services so as to improve the coordination of the delivery of information and services.

Objectives:

1) Establish and maintain liaison committees with CESA's, Area "C", Referral Agencies and Chamber of Commerce.

2) Furthering liaison activities with such groups as Career Education staffs in other districts (state wide advisory), schools, national groups and professional organizations.

3) Assist in "counseling" or informing agency personnel/clients about Career Education activities (seminars, Joint meetings, shared activities). Career Mobile project pending - direct application.

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COMPONENT d

End
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| | JUNE | JULY | AUG. | SEPT | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APRIL | MAY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| #1 J. | – | – | 15 Planning Regional Advisory Meetings | 1 - Circle "K" Correspondence for | | - Counseling Conference & University Liaison Meetings. 1 Circle "K" | 1 Circle "K" | 1 Circle "K" | 1 Circle "K" | 1 Circle "K" | 1 Circle "K" | 1 Circle "K" |
| O. | – | – | 2 staff meetings | 8 Planning for Counseling Conference in Coordination with Area "C" | 6 | | | | | | | |
| R. | – | – | 2 staff meetings | – | 6 | | | | | | | |
| #2 J. | – | – | – | | | | | | | | | |
| O. | – | – | – | 8 State "Call" meetings | | 8 State "Call" meetings | | 8 State "Call" meetings | | 8 State "Call" meetings | | 8 State "Call" meetings |
| R. | – | – | – | | | | | | | | | |
| #3 J. | | | | | | | | | | | | |
| O. | | | | | | | | | | | | |
| R. | | | | | | | | | | | | |
| #4 J. | | | | | | | | | | | | |
| O. | | | | | | | | | | | | |
| R. | | | | | | | | | | | | |
| TALS J. | | | 15 | 1 | 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| O. | | | 2 | 16 | 6 | 8 | – | 8 | – | 8 | – | 8 |
| R. | | | 2 | – | 6 | – | – | – | – | – | – | – |

JULY 16, 1973

## MANAGEMENT DESIGN SYSTEM - DISTRICT ONE CAREER EDUCATION PROJECT - PHASE II
## SCHEDULE OF COMPONENTS

Component e:

Survey, up-date, develop and disseminate information about learning and career resources which are available in the business-industrial community of the area.

Objectives:

1) Inventory business-industrial career resources. (Design, adapt, process, follow-up, interpretations, surveys, ourselves or in conjunction with CESA, Area "C", or District One Area Coordinator.

2) Summarize, adapt, publish and disseminate information about Career Education resources in business-industry for use by agencies and individuals.

3) Agencies and individuals will use the prepared resource inventories. Career Mobile project pending-direct application.

---

COMPONENT e

| | | JUNE | JULY | AUG. | SEPT | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APRIL | MAY | End Ph. 6- |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| #1 | J. | | | | | | | | | | | | | |
| | O. | | | 8<br>DESIGN & PLAN A SURVEY OF RESOURCES AND DISSEMINATION OF SAME. | 80 — FOLLOW-UP ON SURVEY, INTERPRETATIONS. | | | | | | | | | |
| | R. | | | | | | | | | | | | | |
| #2 | J. | | | | | | 32 - CONTACT WITH AREA SCHOOLS TO UPDATE CAREER DIRECTORIES AND COMMUNICATE SERVICES PROVIDED | | | | | | | |
| | O. | | | | | | 32 - TO COUNSELORS.<br>- FOLLOW-UP... FEEDBACK IN COUNSELING CONFERENCES. | | | | | | | |
| | R. | | | | | | 32 - | | | | | | | |
| #3 | J. | | | | | | | | | | | | | |
| | O. | | | | | | | | | | | | | |
| | R. | | | | | | | | | | | | | |
| #4 | J. | | | | | | | | | | | | | |
| | O. | | | | | | | | | | | | | |
| | R. | — | — | — | — | — | — | — | — | — | — | — | — | |
| ALS | J. | — | — | — | — | — | 32 | — | — | — | — | — | — | |
| | O. | — | — | 8 | 80 | — | 32 | — | — | — | — | — | — | |
| | R. | — | — | — | — | — | 32 | — | — | — | — | — | — | |

JULY 16, 1973

## MANAGEMENT BY DESIGN SYSTEM - DISTRICT ONE CAREER EDUCATION PROJECT - PHASE II
## SCHEDULE OF [illegible]

**Project Management Component:**

**Activities:**

1) Documentation: Daily, Weekly, Quarterly and Final Progress Reports
2) Staff Meetings: Identify Priorities, Review Needs & Progress
3) Correspondence: Project Proposal Writing
4) Budget Reports
5) Advisory Committee Meetings
6) Public Relations Contacts
7) Phone Calls (½hr/wk/consultant)
8) Planning: Developing, Reviewing Materials - Ideas, Testing & Evaluation; - personnel employees
9) Administrative Meetings
10) Professional Growth: Conferences, Seminars, Continued Education

COMPONENT MANAGEMENT

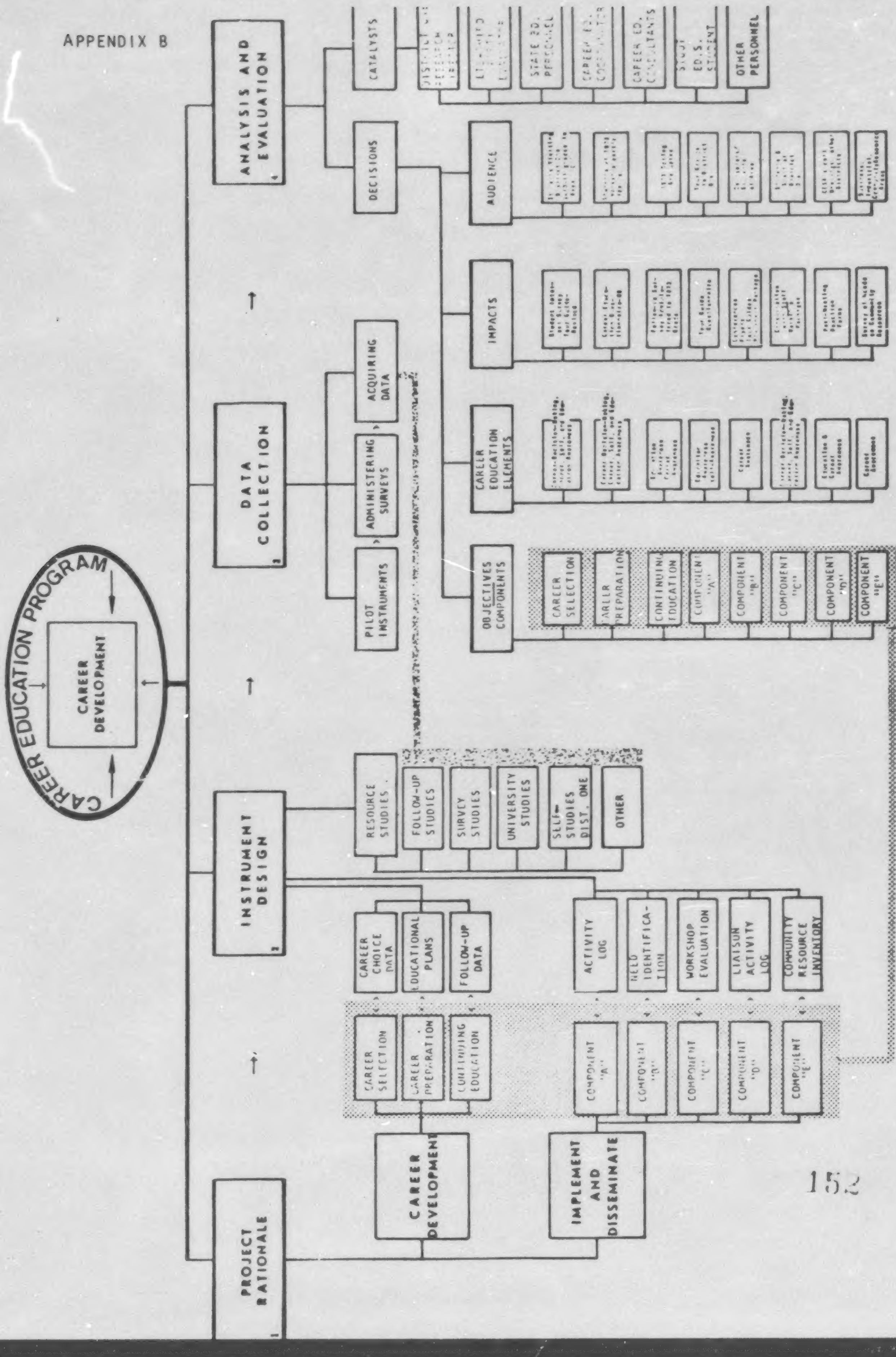
OCT 1st REPORT — DEC 31 REPORT — APRIL 1st REPORT — Final [illegible] End of Phase 6-[illegible]

| TIES: | JUNE | JULY | AUG. | SEPT | OCT. | NOV. | DEC. | JAN. | FEB. | MAR. | APRIL | MAY | JU |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| J. | 80 Final Report | 80 Final Report | 36 Est. 4 hrs per wk. [illegible] Report | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 30 Begin Final → | 80 Final Report | 80 Final Report |
| O. | 40 " | 40 " | 36 " | 20 | 36 | 20 | 36 | 20 | 20 | 20 | 20 | 40 " | 40 " |
| R. | 20 " | 20 | 20 " | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 " | 20 |
| J. | 6 | 4 est. 1 hr per week | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 6 |
| O. | 6 | 4 " | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 6 |
| R. | 6 | 4 " | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 6 |
| J. | 9 avg. [illegible] [illegible] | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| O. | 9 " | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| R. | 9 " | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| J. |  | 1 prepare quart. report |  |  | 1 |  |  | 1 |  |  | 1 |  | 1 |
| O. |  | 1 " |  |  | 1 |  |  | 1 |  |  | 1 |  | 1 |
| R. |  | — |  |  |  |  |  |  |  |  |  |  |  |
| J. |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| O. |  |  | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| R. |  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

COMPONENT [illegible]

| [illegible] | | JUNE | JULY | AUG. | SEPT. | OCT 1ST REPORT<br>OCT. | NOV. | DEC 3RD REPORT<br>DEC. | JAN. | FEB. | MAR. | APRIL 1ST REPORT<br>APRIL | MAY | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6) | J. | – | – | 1 | 1 | 1 | 1 | – | 1 | – | – | 1 | 1 | – |
| | O. | 1 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | R. | – | – | 1 | 1 | 1 | 1 | – | 1 | – | – | 1 | 1 | – |
| 7) | J. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | O. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | R. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 8) | J. | 4 | 24<br>DEVELOP MANAGEMENT DESIGN SYSTEM | 17 | 4 | 4 | 4 | 4 | 8<br>REVIEW & REVISE MANAGEMENT SYSTEM | 4 | 4 | 4 | 4 | 4 |
| | O. | 4 | 24 " | 12 | 4 | 4 | 4 | 4 | 8 " | 4 | 4 | 4 | 4 | 4 |
| | R. | 4 | 84 " | 7 | 4 | 4 | 4 | 4 | 16 " | 4 | 4 | 4 | 4 | 4 |
| 9) | J. | – | – | – | – | – | – | – | – | – | – | – | – | – |
| 10) | | 1 | – | 1 | 3 | 4 | 4 | 1 | 1 | 5 | 2 | 2 | 8 | 1 |
| 9) | O. | + | – | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 10) | | 1 | – | 1 | 15 | 17 | 17 | 3 | 3 | 20 | 8 | 12 | 8 | 3 |
| 9) | R. | – | – | – | – | – | – | – | – | – | – | – | – | – |
| 10) | | 1 | – | 1 | 3 | 4 | 4 | 1 | 1 | 5 | 2 | 2 | 8 | 1 |
| ALS | J. | 102 | 120 | 58 | 44 | 45 | 45 | 41 | 47 | 45 | 42 | 54 | 109 | 104 |
| | O. | 65 | 83 | 69<br>75 | 65 | 83 | 67 | 69 | 58 | 70 | 58 | 63 | 118 | 76 |
| | R. | 42 | 119 | 45 | 44 | 45 | 45 | 41 | 54 | 45 | 42 | 43 | 49 | 43 |

APPENDIX B



CAREER EDUCATION PROGRAM
CAREER DEVELOPMENT
PROJECT RATIONALE
INSTRUMENT DESIGN
DATA COLLECTION
ANALYSIS AND EVALUATION
CAREER DEVELOPMENT
IMPLEMENT AND DISSEMINATE
CAREER SELECTION
CAREER PREPARATION
CONTINUING EDUCATION
COMPONENT "A"
COMPONENT "B"
COMPONENT "C"
COMPONENT "D"
COMPONENT "E"
CAREER CHOICE DATA
EDUCATIONAL PLANS
FOLLOW-UP DATA
ACTIVITY LOG
FIELD IDENTIFICATION
WORKSHOP EVALUATION
LIAISON ACTIVITY LOG
COMMUNITY RESOURCE INVENTORY
RESOURCE STUDIES
FOLLOW-UP STUDIES
SURVEY STUDIES
UNIVERSITY STUDIES
SELF-STUDIES DIST. ONE
OTHER
PILOT INSTRUMENTS
ADMINISTERING SURVEYS
ACQUIRING DATA
OBJECTIVES COMPONENTS
CAREER EDUCATION ELEMENTS
IMPACTS
AUDIENCE
DECISIONS
CATALYSTS
STATE ED. PERSONNEL
CAREER ED. CONSULTANTS
ED.S. STUDENT
OTHER PERSONNEL
1
2
3
4

APPENDIX C

# STRATEGIES for ASSIMILATION

## Career Education Project
## VTAE District One

a review of products/services developed by the C.E. Project, with specific considerations to insure continued, expedient utilization.

**Project Coordinator:** Orval Gabriel
**Project Consultants:** Jerry Scott
Russ Mandy
**Media Communication:** Mike Thomas

**vehicle**

The term vehicle is used here to describe the products and services developed to meet some identified needs of VTAE District One in the areas of:

- Articulation
- C. E. Consultation
- Curriculum Development
- Orientation to Careers and Self

**1.**

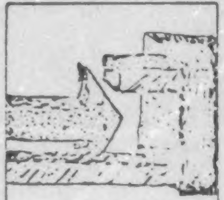
**phase one**

PHASE ONE - a review of product and service developments during the first project year, 1972-3.

**2.**

**phase two**

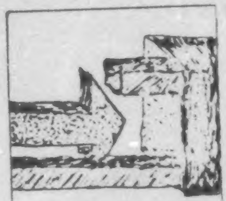
PHASE TWO - a review of product and service developments during the second project year, 1973-4.



**assimilation strategy**

Specific considerations to insure continued, expedient utilization of products and services begun or developed by the Career Education Project at District One.

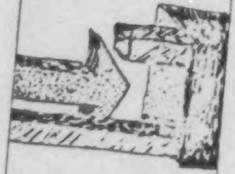
# ARTICULATION

| vehicle | Consultation and Resource Services | Counselor's Conference |
|---|---|---|
| 1. phase one | Through meetings with CESA, Area C, Voc-Rehab, WSES, County VA, etc., determined common goals and established working relationships.<br>Presentations to area high schools, civic groups, etc., on Career Education and/or District One VTAE. | Organization and scheduling conference in conjunction with Area C. |
| 2. phase two | Area Articulation Brochure disseminated via Area Coordinators to encourage use of District One Career Education consultation and resource services and the materials available in the ERC's Career Information library.<br>Continuing presentations to area high schools, civic groups, etc.<br>Participation in state-wide Career Ed. call-conferences and swap shops.<br>Aided organization of high school student exploration of Electronics Dept. at District One in Eau Claire.<br>General consultative services;<br>1) Tours<br>2) Coordination of TW1 articles<br>3) Identification of media materials for use in placement efforts at District One.<br>4) Simulated job interviews with graduating students.<br>Curriculum consultation at District One- see **CURRICULUM** | Organization and scheduling conference to include: 1) Panel discussion with Student Services staff.<br>2) A-V material preview. |
|  **assimi-lation strategy** | Documentation indicates increasing demand for presentations on Career Education and VTAE District One in general.<br>Consultative services for curriculum work or in-service presentations<br>Additional consultation and resource services for curriculum work or in-service presentations are available through area Universities (see **CURRICULUM** ).<br>CESA's on-going efforts to implement Career-oriented activities in District One high schools can be supplemented and encouraged through communication with District One staff. | Coordinate and schedule conference with Area C.<br>Past activities include:<br>1) Panel discussion w/S. S. staff.<br>2) Introduction of new or updated progra<br>3) Open discussion of common and uniqu concerns.<br>4) A-V materials preview.<br>5) Lunch.<br>6) Conference evaluation with suggestion |

# ARTICULATION

| vehicle | 'Who To See' brochure | ' Referral Agencies' brochure | Career Education Liaison Committee |
|---|---|---|---|
| **1. phase one** | Development of brochure by C. E. Liaison Committee.<br>Production of brochure by C. E. project.<br>Brochure disseminated to participating schools. | Coordination of development and production of Referral Agencies brochure.<br>Brochure disseminated to area agencies. | Liaison committee formed; common objectives identified. Common concerns:<br>1) credit transfer<br>2) advanced standing<br>3) exchange of placement information |
| **2. phase two** | No updating required. | Numerous referral agencies throughout the area now handle the coordination of this information (e. g. Western Dairyland Information and Referral Center). | Formal discussions through committee discontinued. |
| **assimilation strategy** | Updating may be needed by FALL, 1974, depending on personnel changes at the various schools.<br>Cooperation for updating can be expected.<br>Contacts: UW-EC...... Jack Kearney<br>UW-Stout.... Donald Osegard<br>UW-R. F. .... Wayne Kassera | | Liaison committee is not meeting at present.<br>Limited articulation can be anticipated through UW-Stout's "Cooperative Curriculum Study Project". |

# CURRICULUM

| vehicle | Curriculum Guide | Curriculum Development |
|---|---|---|
| 1. phase one | Development and production of Career Education Curriculum Guide through 1972 summer workshop.<br>Local Career Education model developed. | |
| 2. phase two | Guide used in 1973 summer workshop to aid integration of C. E. concepts and elements into local curricula. | Development and/or revision of approximately 25 curriculum packages in 1973 summ workshop; 1) Individualized learning units<br>2) Classroom activities<br>3) Vocational Exploration curricula (Secondary)<br>Follow-up work with staff includes classroom implementation/evaluation and printin the curriculum packages for transport to other schools.<br>In-service presentations to area high schools (consultation/resource services as lis ed in Area Articulation Brochure). |
|  assimi-lation strategy | Continued integration of Career Education concepts in local curricula can be aided by numerous guides and sample packets including those developed by the project for use at District One. | Future curriculum developments should include classroom field testing and evaluati<br>The transportability of successful curriculum packages depends on organization, re- production and dissemination efforts.<br>Curriculum units developed in 1974 summer workshop will need to be printed. (A sample packet of workshop developments could also be printed/disseminated.)<br>Support services required;<br>1) Audio-Visual<br>2) Graphics/reproduction<br>3) Secretarial<br>Additional Consultation and Resource Services:<br>UW-EC and UW-Stout offer Grad. level cours curriculum workshops, in-service presentati etc..<br>Information on specific programs, costs, etc. is available. |

# ORIENTATION TO CAREERS and SELF

| **vehicle** | Placement Handbook | Careers Directory | Community Employers List |
|---|---|---|---|
| **1. phase one** | Need for placement materials/information identified by faculty. | Development and production of Directory through 1972 summer workshop.<br>Development and production of individual program flyers.<br>Directory disseminated to staff, area high schools, other VTAE districts and area Universities. | Eau Claire area resources surveyed.<br>Community Employers List developed for Eau Claire area only. |
| **2. phase two** | Crystallization of Handbook in 1973 summer workshop.<br>Combined efforts of C. E. staff and District One faculty edited, published and disseminated Placement Handbook. | Development of flyers, etc. for new/revised programs. | Print-out of empoyers' names and addresses with mailing labels, sample survey and resource chart disseminated to area schools through CESA personnel. |
| **assimilation strategy** | Necessary updating limited to minor revisions/corrections and additions.<br>Faculty members actively interested in student placement raise the possibility of a Placement Advisory Group.<br>Support services required: 1) Audio-Visual 2) Commercial printer | Development of flyers, etc. for new/revised programs requires coordination between: 1) Student Services 3) Field Services 2) Public Information 4) Teaching staff<br>Dissemination of new/changed flyers for inclusion in Directories handled through Student Services and Field Services.<br>Support services required: 1) Audio-Visual 3) Commercial printer 2) Secretarial | Future dissemination of local employer ir formation need not include the sample survey and resource chart originally disseminated.<br>Support services required: 1) Data-processing 2) Source for updated information |

# ORIENTATION TO CAREERS and SELF

| **vehicle** | **Career Information Audio-Visual Library** | **Tour Guide** |
|---|---|---|
| **1.**<br>**phase one** | Preview of materials for purchase here.<br>Dissemination of materials through ERC established.<br>Initial development of "Orientation to District One" slide/tape presentation through cooperative efforts of C. E. staff and Audio-Visual services. | Increasing student tours necessitated development of a more practical approach to tours of the Eau Claire campus.<br>Information collection begun preparatory to instrument design. |
| **2.**<br>**phase two** | Preview and purchase of materials continued.<br>Dissemination of materials through ERC facilitated by ERC implementation of systematic catalogue/check-out system.<br>Completion of 1973 summer workshop packages coordinated between C. E. staff and A-V services. These packages include; 1) Fluid Power 2) Civil Service 3) Apprenticeship<br>Media packages developed for;<br>1) Mechanical Design Program<br>2) Health Exploration Class- Altoona<br>3) Trades and Industrial Division<br>4) Field Services Division<br>Catalogue/brochure of Career Information resources produced and disseminated. | Tour Guide designed with input from man concerned faculty members.<br>Questionnaire included to identify potentia student interest. |
| <br>**assimilation strategy** | Increasing demand for these audio-visual materials is expected. (Documentation is available.)<br>Continued dissemination to area high schools can be encouraged through Student Services Newsletter, audio-visual materials catalogue/brochure, CESA, cooperation with ERC efforts, etc.<br>Maintenance of materials has been given a time and cost estimate.<br>Biannual review of materials utilization and user feedback is a direct indication of the need for updating or enlarging the audio-visual resources. | Reprinting considerations;<br>1) Minor updating<br>2) Design improvements- possible colo cover, etc.<br>Support services required:<br>1) Audio-Visual<br>2) Graphic/reproduction<br>3) Architec. drft |

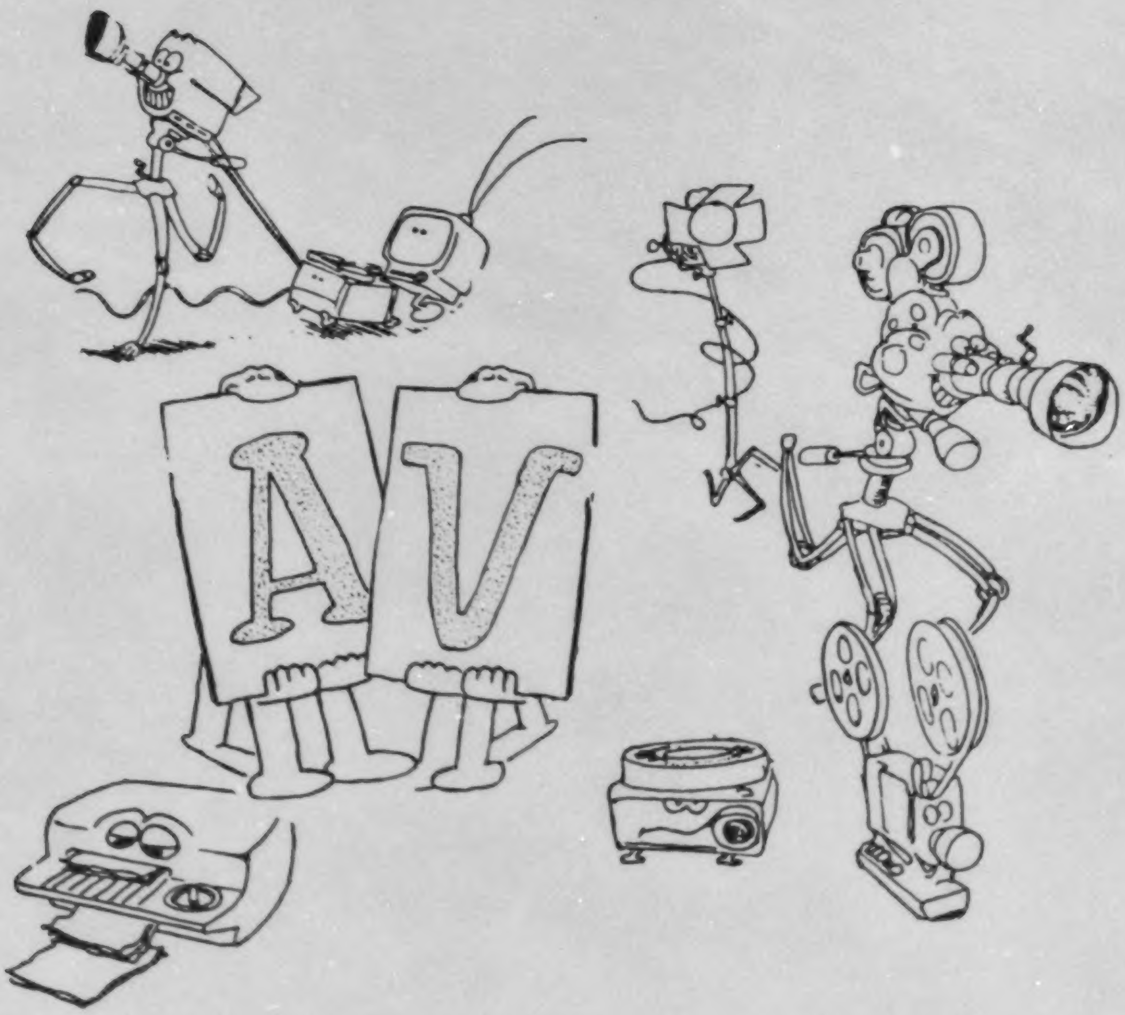
## APPENDIX D

Materials produced by Eau Claire District One Career Education Project

1. Consultation and Resource Services Brochure
2. A Guide to Career Education (curriculum guide) ERIC #ED-068-634
3. 1972 Sample Packet of Project Materials
4. Instructional Unit Packets from 1973 and 1974 Summer Workshops
5. 1973 Workshop Sample Packet (learning units, packages, modules)
6. Who To See (liaison brochure with three area universities)
7. Referral Agencies Brochure
8. Your Approach to The Job Hunt (placement handbook)
9. Career's Directory (counselor's handbook) - frequent updating and revisions
10. A Guide to Community Career Education Resources
11. Employer Survey Data
12. Career Information Audio-Visual Resources Brochure
13. Orientation to District One (slide-sound series, updating and revisions)
14. Interview Tape/Apprentice Program - District One
15. Health Exploration Package (slide-sound series)
16. T&I Divisional Presentation (slide-sound series)
17. Fluid Power Program Presentation (slide-sound series)
18. Field Services Program Presentation (slide-sound series)
19. Interview Tape - Police Science Program - District One
20. Visual Slide Bank
21. Tour Guide to District One
22. Project Quarterly Progress Reports, 1973 and 1974 Final Reports

APPENDIX E

# CAREER INFORMATION AUDIO-VISUAL RESOURCES



## Educational Resources Center
## District One Technical Institute

CAREER EDUCATION PROJECT May, 1974

## TABLE OF CONTENTS

I. Films - 16mm

II. Filmstrip Cassette Sets

III. Filmstrip Record Sets

IV. Filmstrips

V. Tape Cassettes

VI. Slide Tapes

VII. Video Tapes

***

For preview or use of these materials, contact the ERC, District One Technical Institute, 620 West Clairemont Avenue, Eau Claire, Wisconsin - Phone: (715) 836-3971.

## SECTION I - FILMS 16mm

1. Transportation Maintenance - The Mechanic (11 min.)
2. Careers in Engineering (20 min.)
3. Future Shock (42 min.)
4. I Am (14 min.)
5. Person To Person (10 min.)
6. What Is Business (10 min.)
7. Your New Job (10 min.)
8. I Want To Work For Your Company (10 min.)
9. What Do We Look Like To Others? (10 min.)
10. Violence - Just For Fun (28 min.)
11. Building a Harbor (13 min.)
12. Building a House - Where Does It Come From? (11 min.)
13. Help Wanted - Secretary (18 min.)
14. People Who Make Things (19 min.)
15. The Veterinarian Serves The Community (11 min.)
16. Career Education (USOE) (22 min.)
17. Investment For Impact (28 min.)
18. Where The Action Is (28 min.)
19. Revolution in Relevance (19 min.)
20. Styles (22 min.)
21. They Want To Make Work Human Again (17 min.)
22. Find Yourself - Then Your Job (15 min.)
23. Is a Career As a Technician For You? (15 min.)
24. Is a Career In The Service Industries For You? (15 min.)
25. Is a Career In The Restaurant Business For You? (15 min.)
26. Is a Career In The Social Science For You? (15 min.)
27. Is a Career In Banking For You? (15 min.)
28. Is a Career In Motor Vehicle or Equipment Manufacturing For You? (15 min.)
29. Is a Career In Motor Freight Transportation For You? (15 min.)
30. Is a Career In The Hotel or Motel Business For You? (14 min.)
31. Is a Career in Government For You? (15 min.)
32. Is a Career In Electronics Manufacturing For You? (16 min.)
33. Is a Career In Radio or Television For You? (15 min.)
34. Is a Career In The Professions For You? (16 min.)
35. Is a Career In Management For You? (15 min.)
36. Is a Sales Career For You? (15 min.)
37. Is a Career In Machining For You? (16 min.)
38. Is a Career In Clerical Work For You? (16 min.)
39. Is a Career In Finance, Insurance or Real Estate For You? (15 min.)
40. Is a Career In The Health Service For You? (15 min.)
41. Your Job: Applying For It (13½ min.)
42. Career Awareness: Automobile Industry (10 min.)

## SECTION II - FILMSTRIP CASSETTE SETS

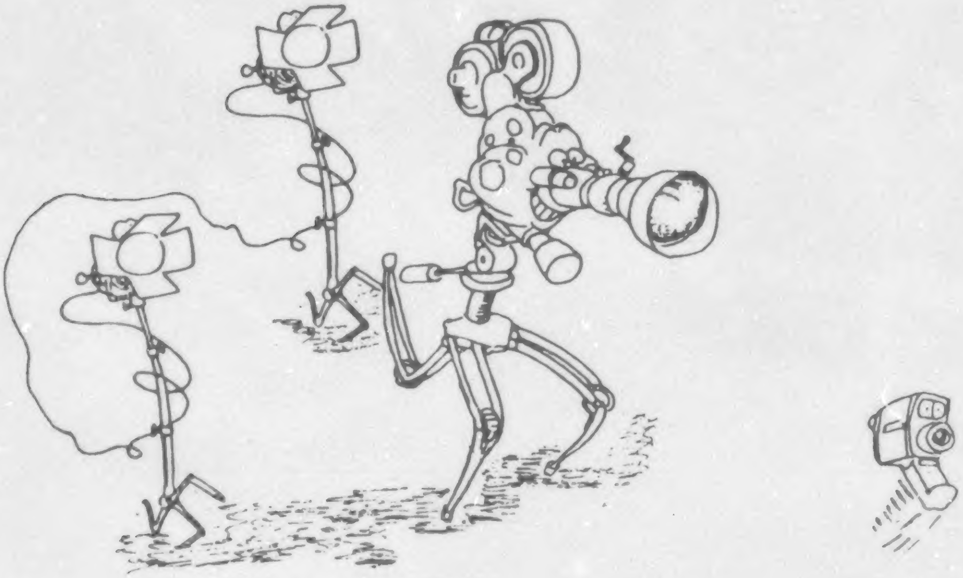
1. Life Style: What Will We Take To The Future?
2. Life Style 2000: Inquiry Into The Future
3. Careers In Agriculture
4. Careers In Government Service
5. Careers In Repair Work
6. Careers In Education
7. Careers In Social Work
8. Careers In Community Service
9. Careers In Graphic Arts
10. Careers In Public Utilities
11. Careers In Leisure Time Industry
12. Careers In Conservation
13. Local Occupational Cluster Theories
    a. Construction Careers In The Eau Claire Area
    b. Health Careers In The Eau Claire Area
    c. Public Service Careers In The Eau Claire Area
    d. Transportation and Communication Careers In The Eau Claire Area
    e. Personal Service and Leisure Activity Careers In The Eau Claire Area
    f. Business and Marketing Careers In The Eau Claire Area
    g. Agri-Business and Environment Careers In The Eau Claire Area
14. Off We Go To The Bike Factory
15. Discovering Your Personality! Who Are You?
16. People Who Help Others
17. People Who Organize Facts
18. Why Work At All?
19. People Who Influence Others
20. People Who Make Things
21. Your Job Interview
22. High School Course Selection and Your Career
23. Adolescent Experience: Setting Goals
24. College? It's Up To You!
25. On The Job: Four Trainees
26. The Paycheck Puzzle
27. Job Hunting: Where to Begin
28. The Changing Work Ethic
29. The Wonderful World of Work: Vocational Opportunities
    a. What Is Your Future In The Changing World of Work?
    b. Receptionist
    c. Automobile Mechanic
    d. TV and Radio Repair
    e. Tool and Die Maker
    f. Electrician
    g. Printer
    h. Sheet Metal Worker
    i. Automotive Sales Representative
    j. Cook
    k. Data Processing Clerk

FILMSTRIP CASSETTE SETS (continued)

    l. Sheet Metal Worker-Building Trades
    m. Medical Assistant
    n. Real Estate Sales
30. Finding Your Job
    a. Working For Someone Else
    b. What Can You Do?
    c. Job Shopping
    d. The Job Interview
    e. Getting a Better Job
    f. Finding a Career
31. Education for Occupations
    a. Working in a Service Station
    b. Working in a Super-Market
    c. Working in The Printing Industry
    d. Working in Food Services
    e. Working With Business Machines
    f. Working in Building Maintenance
    g. Working in Manufacturing
    h. Working in a Hospital
32. Hospital Job Opportunities
    a. Inhalation Therapy Technician
    b. X-Ray Technician
    c. Nuclear Technician Trainee
    d. Medical Assistant
    e. Nurses Aid
    f. Nurse
    g. Hospital Food Service Worker
    h. Diet Clerk and Fry Cook
    i. Maintenance Mechanic and Electrician, Custodian
    j. Hospital Administrative Jobs
33. The Roughing Carpenter
34. The Bricklayer
35. Pharmacy, a Health Career
36. It's Your Future
    a. A Look At The Future
    b. In Training
    c. Seeing The Whole Picture
    d. Know How and Your Future
37. Basic Office Practice and Procedures
    a. The Working World of a Secretary
    b. Memos, Mail and The Telephone
    c. Filing and Basic Office Systems
    d. Basic Office Machines
    e. Helping Your Boss Get More Done
    f. Dealing With People
38. The Exterior Painter
39. The Interior Painter
40. The Finishing Carpenter
41. The Sider
42. The Concrete Block Layer
43. The Plasterer
44. The Plumber
45. The Roofer

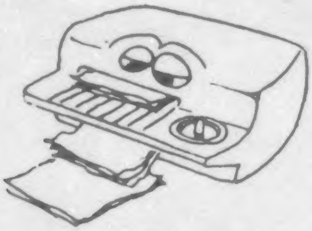
## FILMSTRIP CASSETTE SETS (continued)

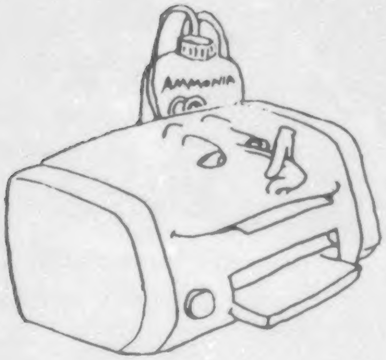
46. Career Education Clusters, Parts I - V
    - A. Part I - Agri-Business, Manufacturing, Construction
        1. Agri-Business and Natural Resources
        2. Manufacturing
        3. Construction
        4. Overview
    - B. Part II - Business/Office, Marketing/Distribution/Transportation
        1. Business and Office
        2. Marketing and Distribution
        3. Transportation
    - C. Part III - Communications/Media, Fine Arts/Performing Arts, Consumer/Homemaking
        1. Communications and Media
        2. Fine Arts and Humanities
        3. Consumer and Homemaking Education
    - D. Part IV - Health Services/Environment/Marine Science
        1. Health
        2. Environment
        3. Marine Science
    - E. Part V - Hospitality/Recreation/Personal Services/ Public Service
        1. Hospitality and Recreation
        2. Personal Services
        3. Public Service

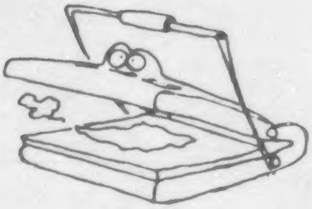


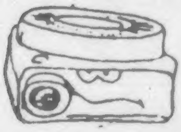
## SECTION III - FILMSTRIP RECORD SETS

1. Preparing For The World of Work
2. Confront The Issues
3. Preparing For Jobs of The 70's
4. What You Should Know Before You Go To Work
5. This is Circle K
6. Just a Secretary
7. A Career In Fashion Distribution
8. Careers In Interior Design
9. Careers In The Fashion Industry
    a. Who Needs Fashion?
    b. Jobs - Lots of Them
    c. Careers In Design and Merchandising
    d. Careers In Manufacturing
    e. Careers In Retailing
    f. Careers In Promotion
    g. Careers In Media
    h. Making Your Career Decision









## SECTION IV - FILMSTRIPS

1. Are You Looking Ahead Series:
   a. How About Being An Electronics Assembler?
   b. Would You Like To Sell?
   c. Want To Work In a Laundry?
   d. Do You Like Flowers?
   e. Would You Like Hospital Work?
   f. Do You Love Animals?
   g. How About Office Work?
   h. Do You Like Sports?
   i. How About Being a Key Punch Operator?
   j. Would You Like To Be a Cashier?
2. Careers In The World of Tomorrow
3. An Orientation To The Hospital
   a. An Introduction To The Hospital and It's Functions
   b. The Hospital Admitting Office
   c. The Story of Nursing Care
   d. Hospital Diagnostic Services
   e. Hospital Therapeutic Services
4. Preparing For Work I
5. Preparing For Work II
6. Knowing Yourself I
7. Knowing Yourself II
8. Job Finding
9. Getting Along With Others
10. Getting Along in School
11. The Generation Gap
12. Career Opportunities I
13. Career Opportunities II

## SECTION V - TAPE CASSETTES

### Career Tapes

1. Clerk Typist, Bookkeeper, Computer Programmer, Personnel Manager
2. Ambulance Driver, Medical Records Librarian, Registered Nurse, Pharmacist
3. Ward Clerk, X-Ray Technician, Optometrist, Psychiatric Social Worker
4. Sound Engineer, Writer, Telephone Operator, Darkroom Technician
5. Commercial Fishery Worker, Coast Guardsman, Marine Lab Technician, Oceanographer
6. Bus Driver, Rent-A-Car Agent, Airline Flight Officer, Highway Planning Engineer
7. Interview - Appliance Serviceman
8. Interview - Switchboard Operator
9. Interview - Librarian
10. Interview - Auto Mechanic
11. Interview - Apprenticeship District One
12. Interview - Police Science - District One
13. Sanitation Worker, Air Quality Technician, Wild Life Specialist, Urban Planner
14. Assembly Line Worker, Mechanic, Tool and Die Maker, Purchasing Agent
15. Materials Handler, Welder, Quality Control Inspector, Engineer
16. Food Franchise Worker, Travel Agent, Hotel Manager, Athletic Coach
17. Heavy Equipment Operator, Plumber, Carpenter, Civil Engineer
18. Chauffeur, Cosmetologist, Funeral Director, Veterinarian
19. Jewelry Artisan, Film Production Assistant, Actress, Musician
20. Dry Cleaning Worker, Food Service Manager, Interior Decorator, Home Economist
21. Building Inspector, Police Officer, Court Stenographer, School Administrator
22. Postal Worker, Fire Fighter, Librarian, Lawyer
23. Farm Produce Wholesaler, Farm Equipment Mechanic, Horticulturist, Geologist
24. Retail Sales Clerk, Appliance Service Technician, Advertising Account Executive
25. Air Conditioning Mechanic and Appliance Serviceman
26. State Police Officers and Fire Fighters
27. Diesel Mechanics and Electric Sign Servicemen

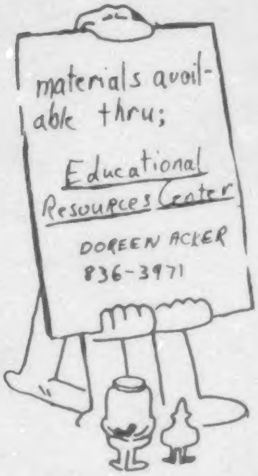
Career Tapes (continued)

28. Auto Body Repairmen and Auto Mechanics
29. Machinists and Machine Tool Operator
30. Stenographer - Secretary Typists
31. Barbers and Cosmetologist
32. Lineman - Cable Splicer and Telephone Repair Installer
33. Tomorrow's Jobs - Parts 1 and 2
34. It's a Changing World
35. Training For Tomorrow
36. The World of Work 1: On The Job
    a. The First Few Days
    b. Getting Help and Information
    c. My Man, My Creep
    d. Too Much Talk
    e. Don't Blow Your Cool
    f. The Magic Word That Gets You Fired
    g. Excuses
    h. Supervisors Are Human, Too
    i. Money, Money, Money
    j. Company Rules and Company Customs
    k. Stick Up For Your Right
    l. Promotions
    m. Giving Notice
    n. The Fast Exit
        A1. The Extra Work Assignment
        A2. Does The New Man Have To Get The Coffee?
        B1. Why Were You Late?
        B2. That's Part Of Your Job
        C. The First Pay Envelope
        D. Boss, I Found a New Job

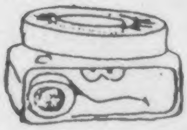
37. The World of Work 2: Getting a Job (no. 155)
    a. Contacting Job Interviewers (16 min.)
    b. The Agency Interview (14 min.)
    c. Words You Must Learn (13 min.)
    d. What You Need to Know to Fill Out an Application Form (21 min.)
    e. Job Interview Skills: Making a Good Impression (19 min.)
    f. Job Interview Skills: The Positive Approach (17 min.)
    g. Job Interview Skills: Selling Yourself (17 min.)
    h. Job Interview Skills: Handling Difficult Questions (17 min.)
    i. Job Interview Skills: The Wrap-Up (15 min.)
    j. Discussion Tape A: The Whole Truth. What Are You Calling About? I Never Could Do That.
    k. Discussion Tape B: Don't Call Us, We'll Call You. Turning an Interviewer Off. How Did You Do In The Interview?
    l. Discussion Tape C: Bob's Interview. Larry's Interview, Ann's Interview.

## Career Tapes (continued)

38. The World of Work 3: Cross-Vocational Skills and Information
    a. Understanding Instructions
    b. Safety
    c. Sales and Customer Service Skills
    d. Handling Trouble Situations
    e. The Structure of a Company
    f. Telephone Answering Skills
    g. Taking a Message
    h. The Law, The Employee, and The Employer
    i. Union and Employee Associations
    j. Company Money Matters: An Overview
    k. Shipping and Receiving
    l. Ordering and Billing
    m. Discussion Tape A: Two Ways of Selling Hardware. Yes sir, I've Got My Own System. You Were Supposed To Have Fixed It Last Time.
    n. Discussion Tape B: It Seems a Little Dangerous To Me. Where's The P.O. For This Typewriter? OK, Buddy, Just Sign This.
    o. Discussion Tape C: Joan Handles a Customer Complaint. Jerry Handles a Customer Complaint. Miss Towers Handles A Customer Complaint.
39. The Challenge Of a Pro - Art Holst (motivational)



## SECTION VI - SLIDE TAPES

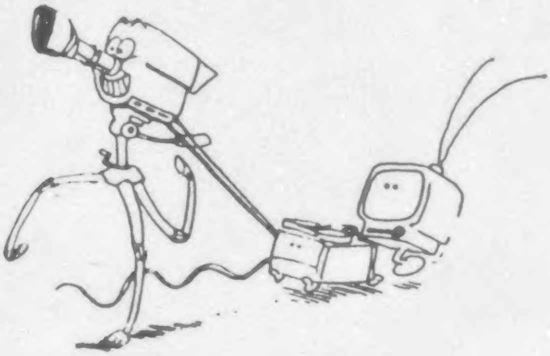


1. Orientation to District One Technical Institute (20 min.)
2. Career Education (20 min.)
3. Careers In The Department Store
4. Careers In Fashion

******

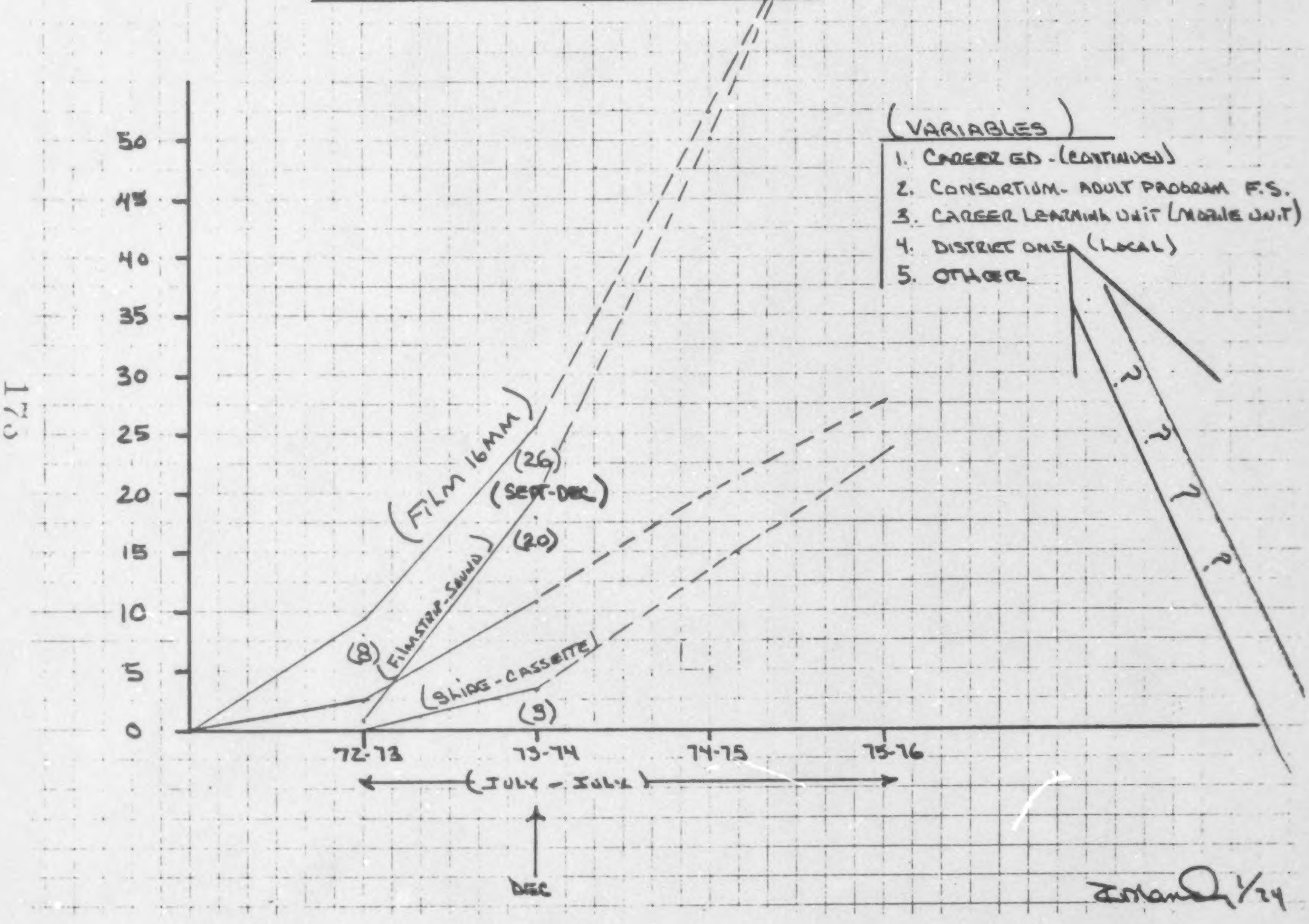
## SECTION VII - VIDEO TAPES

1. Placement Information (District One, University of Wisconsin-Eau Claire, U.S. Army, Wisconsin State Employment Service) (30 min. - ½ inch reel).
2. Leo Buscaglio, Professor of Love, University of Southern California, Part I (45 minutes, 1 inch reel)
3. Leo Buscaglio - Part 2 (45 minutes, 1 inch reel)
4. Leo Buscaglio - "Man Alive" (30 minutes, ½ inch reel)
5. Dr. Hoyt (University of Maryland) on Career Education (45 minutes, 1 inch reel).

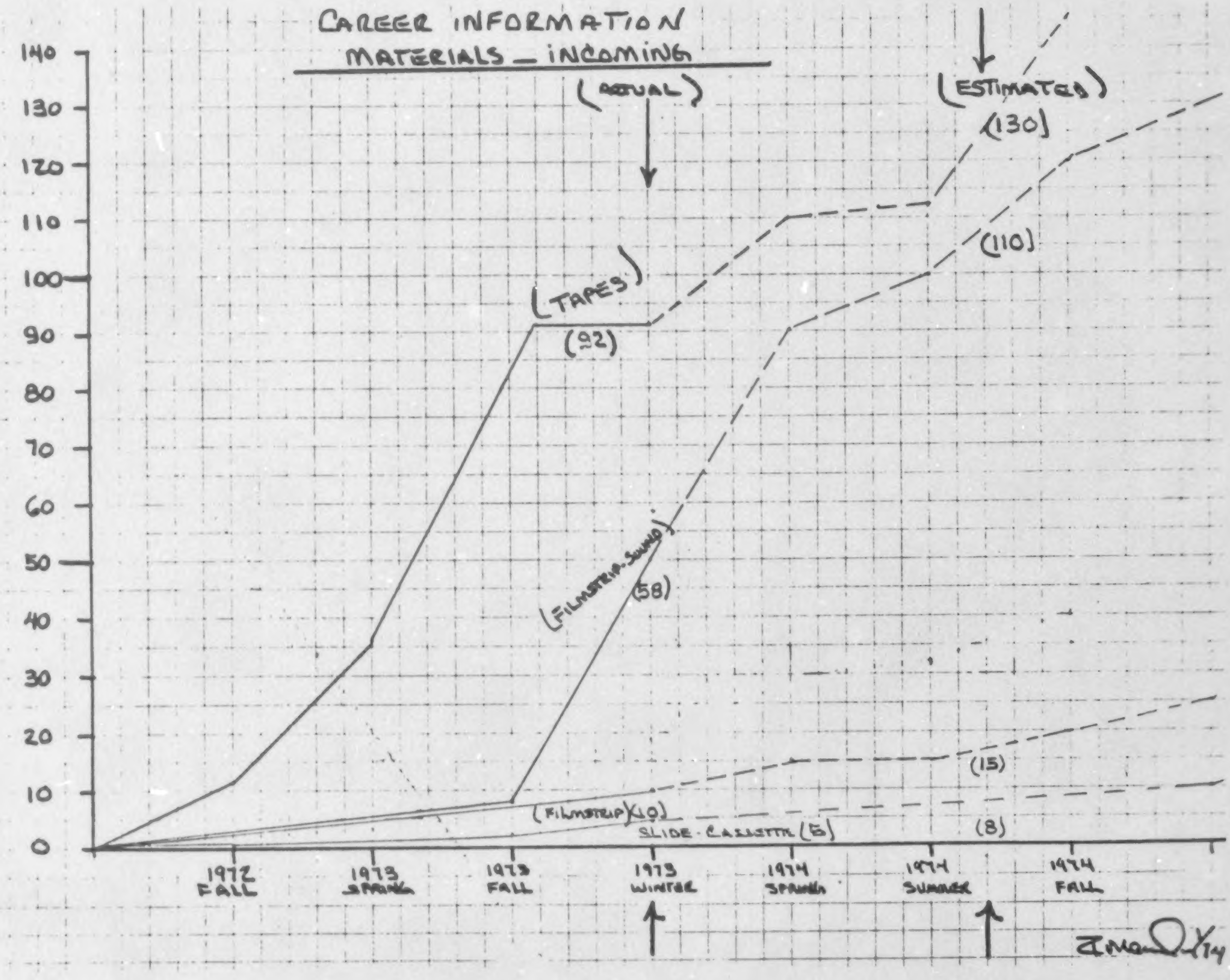


APPENDIX F

## CAREER INFORMATION MATERIALS UTILIZATION



APPENDIX G



## CAREER INFORMATION MATERIALS — INCOMING

# APPENDIX H

Date: 12- -73 1-6

## CAREER EDUCATION QUESTIONNAIRE-06

If you have already completed this questionnaire, you may recall that many items asked for ratings and what you acquired from the other course(s). Therefore, it is important that you again respond in this class: your responses to many items may now be different and are of equal importance to us.

Fill in the following information:

1. Course Title:____________________ 7-12

2. Program in which you are presently enrolled:

____________________/__________ 13-18
Program Title Program Code

3. Year in District One (✓) _____ (1) 1st 19
_____ (2) 2nd
_____ (3) Other

4. Sex: (✓) _____ (1) Female 20
_____ (2) Male

5. My program is (✓) 21
_____ (1) One year vocational
_____ (2) Two year vocational
_____ (3) Associate Degree
_____ (4) Combination
_____ (5) Other
_____ (6) Undecided

On the right side of each item below CIRCLE the one symbol that most closely approximates the extent to which you agree or disagree with the way the statements describe your feelings or conditions about the workshop.

If you STRONGLY AGREE, Circle: SA
If you AGREE, Circle: A
If you are UNDECIDED, Circle: U
If you DISAGREE, Circle: D
If you STRONGLY DISAGREE, Circle: SD

| | (1) | (2) | (3) | (4) | (5) | |
|---|---|---|---|---|---|---|
| 1. I believe the career education movement can help people like me.............................. | SA | A | U | D | SD | 22 |
| 2. I have heard some positive things about career education in this class........................ | SA | A | U | D | SD | 23 |
| 3. The instructor of this class is interested in career education .............................. | SA | A | U | D | SD | 24 |
| 4. This class was taught to help me set career goals and arrange to meet them .................. | SA | A | U | D | SD | 25 |
| 5. I have had the opportunity to explore performance requirements within my career area............... | SA | A | U | D | SD | 26 |
| 6. In this class I have learned more about career areas closely related to my main interest area ... | SA | A | U | D | SD | 27 |
| 7. I have been helped to better know how my personal characteristics fit my career interests........... | SA | A | U | D | SD | 28 |
| 8. This course gave me a useful career idea which I learned more about myself ...................... | SA | A | U | D | SD | 29 |
| 9. I feel the occupational skills taught in this class are important in my chosen career area............ | SA | A | U | D | SD | 30 |
| 10. I have changed my choice of a career within my career area this semester ........................ | SA | A | U | D | SD | 31 |
| 11. This class has helped me to think more highly of myself ......................................... | SA | A | U | D | SD | 32 |
| 12. This class has helped me to be more confident of myself ......................................... | SA | A | U | D | SD | 33 |
| 13. I understand why some people who have the skills they need to succeed, can fail in their jobs...... | SA | A | U | D | SD | 34 |
| 14. In this class I have learned about personality characteristics I need to be successful........... | SA | A | U | D | SD | 35 |
| 15. This class helped me to better understand that I must be flexible and adjust throughout my life ... | SA | A | U | D | SD | 36 |

16. I gained helpful information on careers from this class by (check item(s)): 37-41
_____ a. reading printed material
_____ b. viewing slides and listening to a cassette tape
_____ c. group discussion
_____ d. conferences with the instructor
_____ e. other

## PROGRAM CODES

| Program | Associate Degree Code | Length |
|---|---|---|
| Chemical & Fertilizers | 10-002-1 | 2 year |
| Feed, Seeds & Farm Supply | 10-004-1 | " |
| Machinery, Partsman-Salesman (Agri-Business) | 10-005-1 | " |
| Accounting | 10-101-1 | " |
| Marketing | 10-104-3 | " |
| Marketing Fashion Merchandising | 10-104-6 | " |
| Secretarial Science | 10-106-2 | " |
| Data Processing | 10-107-1 | " |
| Police Science | 10-504-1 | " |
| Restaurant & Hotel Cookery | 10-511-1 | " |
| Medical Laboratory Technician | 10-513-1 | " |
| Radiologic Technology | 10-526-1 | " |
| Medical Records Technician | 10-530-1 | " |
| Air Conditioning | 10-601-1 | " |
| Electronics | 10-605-1 | " |
| Mechanical Design | 10-606-1 | " |
| Civil-Structural | 10-607-5 | " |
| Fluid Power | 10-612-1 | " |

### Vocational Diploma

| | | |
|---|---|---|
| Pre-Service Nursing Assistant (120 Hour) | 30-510-1 | 8 weeks |
| Account Clerk | 31-101-1 | 1 year |
| Clerk Typist | 31-106-1 | " |
| Clerk Typist - Medical | 31-106-2 | " |
| Stenographer | 31-106-3 | " |
| Data Preparation | 31-106-6 | " |
| Refrigeration Servicing | 31-401-1 | " |
| Auto Body | 31-405-1 | " |
| Auto Mechanic | 31-404-3 | " |
| Carpentry | 31-410-2 | " |
| Diesel Mechanics | 31-412-1 | " |
| Electrical Power Distribution | 31-413-2 | " |
| Fluid Power Maintenance | 31-419-1 | " |
| Machine Tool Operation | 31-420-1 | " |
| Precision Inspection & Materials Testing | 31-420-3 | " |
| Industrial Drafting - Mechanical | 31-421-1 | " |
| Metal Fabrication | 31-432-1 | " |
| Welding | 31-442-1 | " |
| Appliance Servicing | 31-443-1 | " |
| Barbering | 31-501-1 | " |
| Practical Nursing | 31-510-1 | " |
| Quantity Foods Preparation | 31-518-1 | " |
| Audio Visual Assistant | 31-522-1 | " |
| Production Agriculture | 32-080-1 | 2 year |
| Auto Mechanics | 32-404-3 | " |
| Diesel Mechanics | 32-412-1 | " |
| Electronic Servicing | 32-414-1 | " |
| Machine Tool Operation | 32-420-1 | " |
| Quantity Foods Preparation | 32-518-1 | |

# APPENDIX I

November 14, 1974

## POST MEETING REACTION FORM OF COUNSELOR'S CONFERENCE AT DISTRICT ONE

1. What activities today do you feel were particularly helpful, relevant or generally positive?

2. What activities today do you feel were not particularly helpful, were irrelevant, or unnecessary?

3. What current career education projects, programs or activities are taking place in your district? (Also, who to contact for more information.)

4. As a result of attending this conference, what do you intend to do in terms of follow-up activities; e.g., investigate, initiate, change, write, plan to meet with, etc.?

5. Suggestions as to future conference topics:

6. What conference meeting time do you prefer?

| | |
|---|---|
| ______ morning | ______ all day |
| ______ afternoon | ______ evening |

7. What day of the week do you prefer?______________________________

Name: ______________________________

School or Agency ________________

Address: __________________________

# APPENDIX J

## Evaluation Instruments and Raw Data

## CAREER EDUCATION WORKSHOP

(N=14)

## QUESTIONNAIRE (1974)

On the right side of each item below CIRCLE the one symbol that most closely approximates the extent to which you agree or disagree with the way the statements describe your feelings or conditions about the workshop.

If you STRONGLY AGREE, Circle: SA
If you AGREE, Circle: A
If you are UNDECIDED, Circle: U
If you DISAGREE, Circle: D
If you STRONGLY DISAGREE, Circle: SD

Part A:

1. There is no need to prepare all staff members of post secondary educational systems to assume responsibilities for career education in regular classroom situations.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 1 | 1 | - | 4 | 8 |
| % | 7 | 7 | - | 29 | 57 |

2. The two-week workshop was sufficiently long to provide adequate learning and writing time for participants.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 5 | 6 | 1 | 2 | -- |
| % | 36 | 43 | 7 | 14 | -- |

3. Even after they have participated in this workshop, participants will wish to have competent consulting services on career education readily available to them.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 4 | 8 | 2 | - | -- |
| % | 29 | 57 | 14 | - | -- |

4. It is important that workshop participants be screened for promise of high motivation and capability for independent work.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 4 | 7 | 3 | - | -- |
| % | 29 | 50 | 21 | - | -- |

Part B:

1. The morning announcement sessions were, as a group, of high quality for workshop purposes.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 6 | 4 | 2 | 2 | -- |
| % | 43 | 29 | 14 | 14 | -- |

2. We could have gotten by with fewer presentations.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | -- | 4 | - | 8 | 2 |
| % | -- | 29 | - | 57 | 14 |

3. We really didn't have enough time to work at our writing tasks.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | -- | 2 | 1 | 8 | 3 |
| % | -- | 14 | 7 | 57 | 3 |

4. The content of film and slide presentations was useful.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 2 | 8 | 3 | 1 | -- |
| % | 14 | 57 | 21 | 7 | -- |

5. At the end of the first day I clearly understood what I was to accomplish.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 5 | 7 | 1 | - | 1 |
| % | 35 | 50 | 7 | - | 7 |

6. This workshop gave enough time for my project and for materials production.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 1 | 7 | - | 4 | 1 |
| % | 7 | 50 | - | 29 | 7 |

7. The handouts we received were of good quality.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 4 | 6 | 2 | 2 | -- |
| % | 29 | 43 | 14 | 14 | -- |

8. The workshop staff made itself personally available to me.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 10 | 4 | - | - | -- |
| % | 71 | 29 | - | - | -- |

9. My personal interactions with staff members were an important part of the workshop.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 9 | 3 | - | 2 | -- |
| % | 64 | 21 | - | 14 | -- |

10. Information by the Career Education staff was well presented.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 7 | 4 | 1 | 1 | -- |
| % | 50 | 29 | 7 | 7 | -- |

11. I needed more time for writing.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 1 | 1 | 11 | 1 | -- |
| % | 7 | 7 | 79 | 7 | -- |

Part C:

1. I feel that my previous preparation was sufficient for me to benefit from the activities of the workshop.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 3 | 9 | - | 2 | -- |
| % | 21 | 64 | - | 14 | -- |

2. Almost all workshop participants tried hard to contribute to workshop success.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 7 | 7 | - | - | -- |
| % | 50 | 50 | - | - | -- |

3. My workshop productivity justified the pay I received.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 7 | 5 | 1 | - | 1 |
| % | 50 | 36 | 7 | - | 7 |

4. Workshops similar to this one would be beneficial to me in succeeding years.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 10 | 4 | - | - | -- |
| % | 71 | 29 | - | - | -- |

5. In order to be most meaningful, a follow-up workshop or program should be available to me.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 5 | 5 | 4 | - | -- |
| % | 36 | 36 | 29 | - | -- |

6. I believe I can successfully encourage and assist others to understand and undertake new approaches to career education.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 5 | 7 | 2 | - | -- |
| % | 36 | 50 | 14 | - | -- |

7. I gained a lot from the opportunity to interact with other participants.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 5 | 8 | 1 | - | -- |
| % | 36 | 57 | 7 | - | -- |

8. I might have accomplished more if the workshop had been more tightly organized.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | -- | - | - | 8 | 6 |
| % | -- | - | - | 57 | 43 |

9. I believe I have produced materials that will benefit students this next year.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 12 | 2 | - | - | -- |
| % | 86 | 14 | - | - | -- |

Part D:

1. My general evaluation of this workshop is that it was worth attending.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 12 | 2 | - | - | -- |
| % | 86 | 14 | - | - | -- |

2. Very useful career education materials can be produced by workshops such as ours in two weeks of full time work.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| f. | 12 | 2 | - | - | -- |
| % | 86 | 14 | - | - | -- |

Part E:

If you have additional comments you believe would help persons planning future workshops of this type, please record them in the space that follows.

## 1973-74 PUPIL CAREER EDUCATION QUESTIONNAIRE

Grade 4 (N=777)

These questions are about the things you are learning in school and about jobs people perform.

Your teacher will help you with the questions if necessary. You should be able to finish in about 10 minutes.

If there are any questions which you do not want to answer, you may go to the next question.

Please do not sign your name.

Thank you for your help.

PART I Directions:

Please read each question carefully; then circle your answer to each question.

1. Are you:

| | | Frequency | | Percent | |
|---|---|---|---|---|---|
| | | 1973 | 1974 | 1973 | 1974 |
| 1 | Male | 387 | 392 | 50.4 | 50.4 |
| 2 | Female | 368 | 378 | 48.0 | 48.6 |
| | Blank | 13 | 7 | 1.7 | 0.9 |

2. What is the name of your school? ____________________
(Please print)

3. What grade are you?

1 3
2 4
3 5
4 6
5 7
6 8
7 Ungraded

4. What kind of student are you?

| | | Frequency | | Percent | |
|---|---|---|---|---|---|
| | | 1973 | 1974 | 1973 | 1974 |
| 1 | Excellent | 103 | 110 | 14.2 | 14.2 |
| 2 | Good | 419 | 393 | 57.6 | 50.6 |
| 3 | Fair | 194 | 219 | 26.7 | 28.2 |
| 4 | Poor | 12 | 10 | 1.7 | 1.3 |
| | No response | | 45 | | 5.8 |

5. In the grade you were in this year, how many people visited your classroom to talk about the kind of work they do? For example; a scientist, athlete, businessman, or mechanic.

| | | Frequency | | Percent | |
|---|---|---|---|---|---|
| | | 1973 | 1974 | 1973 | 1974 |
| 1 | None | 81 | 76 | 13.2 | 9.8 |
| 2 | 1 | 114 | 89 | 18.5 | 11.5 |
| 3 | 2 | 103 | 62 | 16.8 | 8.0 |
| 4 | 3 | 60 | 110 | 9.8 | 14.2 |
| 5 | 4 | 105 | 76 | 17.0 | 9.8 |
| 6 | 5 | 55 | 29 | 9.0 | 3.7 |
| 7 | 6 | 13 | 45 | 2.1 | 5.8 |
| 8 | 7 | 2 | 0 | 0.3 | 0.0 |
| 9 | More than 7 | 82 | 108 | 13.3 | 13.9 |
| | No response | | 182 | | 23.4 |

PART II Directions:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best answers the statement for you.

| SAMPLE STATEMENT: | Yes | No Opinion | No |
|---|---|---|---|
| I would like to earn money. | X | | |

If you agree with the statement that you would like to earn money, check "Yes" (as shown).

If you don't care or have no opinion, then check "No Opinion."

If you disagree, then check "No."

| | | Yes 1 | No Opinion 2 | No 3 |
|---|---|---|---|---|
| I like to read about the work people do. | 1 F | 362 | 221 | 160 |
| | % | 46.6 | 28.4 | 20.6 |
| I learn a lot in school about the kinds of work people do. | 2 F | 612 | 86 | 44 |
| | % | 78.8 | 11.1 | 5.7 |
| Teachers tell us a lot about jobs. | 3 F | 400 | 189 | 149 |
| | % | 51.5 | 24.3 | 19.2 |
| Teachers know a lot about other jobs besides teaching. | 4 F | 534 | 150 | 57 |
| | % | 68.7 | 19.3 | 7.3 |
| I would like to see films about how things are made. | 5 F | 630 | 58 | 52 |
| | % | 81.1 | 7.5 | 6.7 |
| I like to watch people at work. | 6 F | 510 | 159 | 96 |
| | % | 70.0 | 20.5 | 12.4 |
| School helps me discover what I like to do. | 7 F | 531 | 133 | 103 |
| | % | 67.6 | 17.1 | 13.3 |
| School helps me discover what I can do well. | 8 F | 647 | 79 | 40 |
| | % | 83.3 | 10.2 | 5.1 |
| I look forward to working on a job some day. | 9 F | 666 | 79 | 19 |
| | % | 85.7 | 10.2 | 2.4 |
| In school I am learning to work with other people. | 10 F | 645 | 80 | 44 |
| | % | 83.0 | 10.3 | 5.7 |
| Doing good work makes me feel good. | 11 F | 653 | 77 | 36 |
| | % | 83.9 | 9.9 | 4.6 |
| I am learning things in school that will help me later on. | 12 F | 689 | 57 | 33 |
| | % | 88.7 | 7.3 | 4.2 |

# 1973-74 PUPIL CAREER EDUCATION QUESTIONNAIRE

Grade 8 (N=789)

These questions are about the things you are learning in school and about jobs people perform.

Your teacher will help you with the questions if necessary. You should be able to finish in about 10 minutes.

If there are any questions which you do not want to answer, you may go to the next question.

Please do not sign your name.

Thank you for your help.

PART I Directions:

Please read each question carefully; then circle your answer to each question.

1. Are you:

| | | *Frequency* | | *Percent* | |
|---|---|---|---|---|---|
| | | *1973* | *1974* | *1973* | *1974* |
| 1 | Male | 349 | 393 | 53.0 | 49.8 |
| 2 | Female | 301 | 392 | 46.0 | 49.7 |
| | Blank | 9 | 4 | 1.3 | 0.5 |

2. What is the name of your school? ______________________________ (Please print)

3. What grade are you?

1 3
2 4
3 5
4 6
5 7
6 8
7 Ungraded

4. What kind of student are you?

| | | *Frequency* | | *Percent* | |
|---|---|---|---|---|---|
| | | *1973* | *1974* | *1973* | *1974* |
| 1 | Excellent | 91 | 99 | 13.8 | 12.5 |
| 2 | Good | 322 | 365 | 48.9 | 46.3 |
| 3 | Fair | 236 | 298 | 35.8 | 37.8 |
| 4 | Poor | 4 | 21 | 0.6 | 2.7 |
| | Blank | 6 | 6 | 0.9 | 0.8 |

5. In the grade you were in this year, how many people visited your classroom to talk about the kind of work they do? For example; a scientist, athlete, businessman, or mechanic.

| | | *Frequency* | | *Percent* | |
|---|---|---|---|---|---|
| | | *1973* | *1974* | *1973* | *1974* |
| 1 | None | 10 | 2 | 1.5 | 0.3 |
| 2 | 1 | 19 | 9 | 2.9 | 1.1 |
| 3 | 2 | 44 | 14 | 6.7 | 1.8 |
| 4 | 3 | 66 | 53 | 10.0 | 6.7 |
| 5 | 4 | 60 | 33 | 9.1 | 4.2 |
| 6 | 5 | 54 | 49 | 8.2 | 6.2 |
| 7 | 6 | 75 | 43 | 11.3 | 5.4 |
| 8 | 7 | 11 | 0 | 1.7 | 0.0 |
| 9 | More than 7 | 283 | 573 | 43.0 | 72.6 |
| | Blank | 20 | 5 | 3.0 | 0.6 |
| | Zero | 17 | 8 | 2.6 | 1.0 |

PART II Directions:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best answers the statement for you.

SAMPLE STATEMENT:

| | Yes | No Opinion | No |
|---|---|---|---|
| I would like to earn money. | X | | |

If you agree with the statement that you would like to earn money, check "Yes" (as shown).

If you don't care or have no opinion, then check "No Opinion."

If you disagree, then check "No."

| | | | Yes 1 | No Opinion 2 | No 3 |
|---|---|---|---|---|---|
| I like to read about the work people do. | 1 | F | 262 | 356 | 165 |
| | | % | 33.2 | 45.1 | 20.9 |
| I learn a lot in school about the kinds of work people do. | 2 | F | 443 | 251 | 88 |
| | | % | 56.1 | 31.8 | 11.1 |
| Teachers tell us a lot about jobs. | 3 | F | 556 | 165 | 59 |
| | | % | 70.4 | 20.9 | 7.4 |
| Teachers know a lot about other jobs besides teaching. | 4 | F | 383 | 333 | 70 |
| | | % | 48.5 | 42.2 | 8.8 |
| I like to see films about how things are made. | 5 | F | 510 | 190 | 86 |
| | | % | 64.6 | 24.0 | 10.8 |
| I like to watch people at work. | 6 | F | 482 | 221 | 81 |
| | | % | 61.0 | 28.0 | 10.2 |
| School helps me discover what I like to do. | 7 | F | 484 | 220 | 80 |
| | | % | 61.3 | 27.8 | 10.1 |
| School helps me discover what I can do well. | 8 | F | 585 | 146 | 55 |
| | | % | 74.1 | 18.5 | 6.9 |
| I look forward to working on a job some day. | 9 | F | 674 | 89 | 24 |
| | | % | 85.4 | 11.2 | 3.0 |
| In school I am learning to work with other people. | 10 | F | 566 | 177 | 44 |
| | | % | 71.7 | 22.4 | 5.5 |
| Doing good work makes me feel good. | 11 | F | 647 | 118 | 21 |
| | | % | 82.0 | 14.9 | 2.6 |
| I am learning things in school that will help me later on. | 12 | F | 628 | 130 | 28 |
| | | % | 79.5 | 16.4 | 3.5 |

1974

Student Questionnaire on Guidance Services

Memorial [ ] Boy [ ]

North Senior [ ] Girl [ ]

Central [ ] Grade 8 - 9 - 10 - 11 - 12 (circle one)

DeLong [ ] I consider myself to be an A - B - C - D student

## STUDENT QUESTIONNAIRE ON GUIDANCE SERVICES

1. The purpose of this questionnaire is to determine how students feel about the guidance/counseling services offered by their school. Please answer as honestly as you can; do not either exaggerate or understate. State your true feelings. Please do not write your name on this questionnaire, but check the correct boxes in the upper right corner.

2. Put a circle around only one point on the scale next to each statement, or, if you are unsure or don't know, circle the point off the scale. Thank you for your cooperation.

Scale of responses:

Strongly agree . Agree . Somewhat disagree . Strongly disagree . Don't know or not sure

(Confine your response to one point for each item. Answer all items.)

| | SA | A | SD | SDA | DK | | |
|---|---|---|---|---|---|---|---|
| % | 7.5 | 34.9 | 23.8 | 16.2 | 15.9 | 1. | My school counselor encourages me to think about what I am going to do when I finish high school. |
| % | 7.5 | 38.1 | 27.4 | 19.7 | 5.5 | 2. | I have been helped to plan the elective subjects and activities I need and want to take while I am in school. |
| % | 6.6 | 26.4 | 26.2 | 30.6 | 7.8 | 3. | Before I entered ninth grade, I was helped to plan my high school program. |
| % | 6.6 | 30.3 | 28.7 | 20.8 | 11.3 | 4. | I get help at school to consider information about myself as it relates to my future educational and vocational plans. |
| % | 8.7 | 30.1 | 29.6 | 18.7 | 10.8 | 5. | My standardized test results (achievement, ability, aptitude) have been of help to me in my educational and vocational planning. |
| % | 8.7 | 35.1 | 13.6 | 9.5 | 31.3 | 6. | If my parents or guardians want to, my school counselor will discuss with them my future educational and/or vocational plans. |

1. MY GENERAL PLANS FOR THE YEARS AFTER COMPLETING HIGH SCHOOL: (Check one)
   1. __ Armed forces (specify interest area: ______________________)
   2. __ Full-time housewife
   3. __ Employment (type: ______________________)
   4. __ College or university (specify school: ______________________)
   5. __ Vocational-technical school (specify: ______________________)
   .6. __ Other (specify: ______________________)

2. THE CAREER (occupation) I PLAN TO ENTER: ____________________ 1st choice

   ____________________ 2nd choice

3. HOW SURE ARE YOU OF YOUR FIRST CAREER CHOICE: (Check One)
   1. __ Very certain
   2. __ Quite Certain
   3. __ Somewhat Undecided
   4. __ Quite Undecided
   5. __ Completely Undecided

4. TO WHAT DEGREE WAS YOUR DECISION (ITEM 9) BASED ON INFORMATION FROM: Please check (✓) appropriate boxes on the right--one for each item.

| | 1. none | 2. somewhat | 3. moderately | 4. greatly | 5. completely |
|---|---|---|---|---|---|
| 1. Parents | | | | | |
| 2. High School Counselor | | | | | |
| 3. Other Counselor (specify: __________) | | | | | |
| 4. Friends | | | | | |
| 5. Teacher (department: ____________________) | | | | | |
| 6. Brochure (specify: ____________________) | | | | | |
| 7. Weekly newspaper (specify: ____________________) | | | | | |
| 8. Daily newspaper (specify: ____________________) | | | | | |
| 9. Radio (specify station: ____________________) | | | | | |
| 10. Television (specify station: __________) | | | | | |
| 11. Magazine (specify: ____________________) | | | | | |
| 12. Career Days | | | | | |
| 13. Visit to District One Technical Institute--Eau Claire | | | | | |
| 14. Other (explain: ____________________) | | | | | |

Thank you for your help!

Parent Questionnaire
(1972-73, 1973-74)
PARENT
(N=422)*

## HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Your answers to these questions will help shape career education programs taking place in your school system and elsewhere in the region.

Please use 10 minutes of your time to complete the form. If possible, answer the questions with your husband or wife. If there are any questions which you do not want to answer, feel free to go on to the next item. Also, if you received more than one of these forms because you have more than one child in school, return them together and do Part II for only one.

When you have completed the form, please seal it in the attached envelope and give it to your child for return to the school.

Please do not sign your name.

Thank you for your cooperation.

PART I Directions:

Please read each question carefully, then circle your answer to each question. The numbers next to the answers are for office use only. You can ignore them.

1. How many children do you have?

| | *Frequency* | | *Percent* | |
|---|---|---|---|---|
| | *1973* | *1974* | *1973* | *1974* |
| None | 0 | 0 | 0.0 | 0.0 |
| 1 | 17 | 13 | 4.3 | 3.1 |
| 2 | 54 | 92 | 13.8 | 21.8 |
| 3 | 100 | 122 | 25.5 | 28.9 |
| 4 | 99 | 81 | 25.3 | 19.2 |
| 5 | 55 | 54 | 14.0 | 12.8 |
| More than 5 | 66 | 58 | 16.3 | 13.7 |
| Blank | 1 | 2 | 0.3 | 0.4 |

N=422

2. Have any of your children left school before graduating from high school?

| | *Frequency* | | *Percent* | |
|---|---|---|---|---|
| | *1973* | *1974* | *1973* | *1974* |
| Yes | 30 | 19 | 7.7 | 4.5 |
| No | 358 | 398 | 91.3 | 94.3 |
| Blank | 4 | 5 | 1.0 | 1.2 |

N=422

3. Answer the following questions for the child who brought this form to you.

| | *Frequency* | | *Percent* | |
|---|---|---|---|---|
| | *1973* | *1974* | *1973* | *1974* |
| a. Sex | | | | |
| 1 Male | 169 | 150 | 43.1 | 35.5 |
| 2 Female | 119 | 139 | 30.4 | 32.9 |
| 3 Blank | 104 | 133 | 26.5 | 31.5 |

N=422

*N=392 (69.6%) usable responses received in 1973 and N=422 (72.6%) received in 1974.

b. What are your hopes for this child? (You may circle more than one response.)

| | *Frequency* | | *Percent* | |
|---|---|---|---|---|
| | *1973* | *1974* | *1973* | *1974* |
| Marriage | 135 | 177 | 34.4 | 41.9 |
| Travel | 95 | 116 | 24.2 | 27.5 |
| Join the Armed Forces | 20 | 35 | 5.1 | 8.3 |
| Get a job | 119 | 152 | 30.4 | 36.0 |
| Go to a business or trade school | 159 | 207 | 40.6 | 49.1 |
| Go to a 2-year college | 31 | 39 | 7.9 | 9.2 |
| Go to a 4-year college | 168 | 187 | 42.9 | 44.3 |
| Other (Please specify) ____________________ | 25 | 14 | 6.4 | 3.3 |
| Uncertain | 31 | 22 | 7.9 | 5.2 |

c. With whom have you discussed career plans for this child? (You may circle more than one response.)

| | *Frequency* | | *Percent* | |
|---|---|---|---|---|
| | *1973* | *1974* | *1973* | *1974* |
| The child | 255 | 304 | 57.4 | 72.0 |
| Another parent | 113 | 130 | 28.8 | 30.8 |
| Teacher | 40 | 42 | 10.2 | 10.0 |
| Guidance Counselor | 18 | 25 | 4.6 | 5.9 |
| Career counselor | 8 | 11 | 2.5 | 2.6 |
| Other school staff member | 75 | 104 | 19.2 | 24.6 |
| Friends | 30 | 33 | 7.7 | 7.8 |
| Representatives of various careers | 15 | 25 | 3.8 | 5.9 |
| Other children | 6 | 17 | 1.6 | 4.0 |
| Other (Please specify) ____________________ | 67 | 70 | 17.1 | 16.6 |
| No one | 0 | 0 | 0.0 | 0.0 |

4. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

| Meetings | *Freq.* | % | Newsletters or Brochures | *Freq.* | % | Newspapaer Television Radio Announcements | *Freq.* | % |
|---|---|---|---|---|---|---|---|---|
| Never=0 | | | Never | | | Never | | |
| 1 | 47 | 11.1 | 1 | 56 | 13.2 | 1 | 33 | 7.8 |
| 2 | 10 | 2.3 | 2 | 42 | 9.9 | 2 | 18 | 4.3 |
| 3 | 9 | 2.1 | 3 | 16 | 3.7 | 3 | 20 | 4.7 |
| 4 | 5 | 1.1 | 4 | 12 | 2.8 | 4 | 17 | 4.0 |
| 5 | 0 | 0.0 | 5 | 4 | .9 | 5 | 3 | .7 |
| 6 | 0 | 0.0 | 6 | 2 | .4 | 6 | 5 | 1.2 |
| 7 | 0 | 0.0 | 7 | 0 | .0 | 7 | 0 | .0 |
| 8 | 0 | .0 | 8 | 0 | .0 | 8 | 3 | .7 |
| More than eight | 0 | .0 | More than eight | 6 | .4 | More than eight | 20 | 4.7 |

PART II Directions:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

| | | | Strongly Agree 1 | Agree 2 | No Opinion 3 | Disagree 4 | Strongly Disagree 5 |
|---|---|---|---|---|---|---|---|
| Every student should have had at least one paying job before graduating from high school. | 1 | F | 180 | 175 | 22 | 23 | 4 |
| | | % | 42.7 | 41.5 | 5.2 | 5.4 | 0.9 |
| You don't need a college degree to be a success. | 2 | F | 134 | 225 | 8 | 29 | 7 |
| | | % | 31.8 | 53.3 | 1.9 | 6.9 | 1.7 |
| Every student should graduate from high school with a salable skill he can use on a job. | 3 | F | 149 | 176 | 24 | 47 | 6 |
| | | % | 35.3 | 41.7 | 5.7 | 11.1 | 1.4 |
| Students should hold several kinds of jobs before leaving high school. | 4 | F | 25 | 110 | 93 | 154 | 17 |
| | | % | 5.9 | 26.1 | 22.0 | 36.5 | 4.0 |
| Guidance counselors don't know enough about career possibilities for students. | 5 | F | 38 | 69 | 173 | 107 | 12 |
| | | % | 9.0 | 16.4 | 41.0 | 25.4 | 2.8 |
| Elementary school students should have workmen, such as postmen, factory workers, and electricians, coming to school to talk about their jobs. | 6 | F | 108 | 230 | 26 | 32 | 4 |
| | | % | 25.6 | 54.5 | 6.2 | 7.6 | 0.9 |
| If schools were fully career-oriented, they would be useful to more students. | 7 | F | 87 | 179 | 58 | 61 | 8 |
| | | % | 20.6 | 42.4 | 13.7 | 14.5 | 1.9 |
| Career education should be available to all students from kindergarten through grade 12. | 8 | F | 74 | 177 | 41 | 92 | 17 |
| | | % | 17.5 | 41.9 | 9.7 | 21.8 | 4.0 |
| As part of the high school program, students should be allowed to leave school during the day to work. | 9 | F | 38 | 177 | 40 | 111 | 33 |
| | | % | 9.0 | 41.9 | 9.5 | 26.3 | 7.8 |
| High schools should be responsible for work and educational placement of students when they leave school whether before or after gradation. | 10 | F | 15 | 53 | 69 | 218 | 43 |
| | | % | 3.6 | 12.6 | 16.4 | 51.7 | 10.2 |
| Career education should be interwoven within all parts of the school program rather than provided in special units and course. | 11 | F | 67 | 192 | 61 | 63 | 9 |
| | | % | 15.9 | 45.5 | 14.5 | 14.9 | 2.1 |
| Teachers don't know enough about career possibilities for students. | 12 | F | 45 | 104 | 144 | 95 | 12 |
| | | % | 10.7 | 24.6 | 34.1 | 22.5 | 2.8 |

# Teacher Questionnaire

## TEACHER

(N=39)

## HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Your answers will help shape the program that is taking place in your own school system and in others in Wisconsin and other states.

Please use 10 minutes of your time to complete the form and return it to the principal's office. Of course, you do not have to respond to any item about which you feel reluctant.

Please do not sign your name.

Thank you for your cooperation.

PART I Directions:

Please read each question carefully; then circle your answer to each question.

1. How many years have you worked in the field of education?

| | | *Frequency* | % |
|---|---|---|---|
| 1 | Less than 1 year | 0 | 0.0 |
| 2 | 1-2 years | 0 | 0.0 |
| 3 | 3-5 years | 4 | 10.7 |
| 4 | 6-10 years | 3 | 7.7 |
| 5 | 11-15 years | 8 | 20.5 |
| 6 | 16-20 years | 11 | 28.2 |
| 7 | More than 20 years | 13 | 33.3 |

2. How many years of full-time employment other than teaching have you had?

| | | *Frequency* | % |
|---|---|---|---|
| 1 | None | 12 | 30.8 |
| 2 | Less than 1 year | 7 | 17.9 |
| 3 | 1-2 years | 8 | 20.5 |
| 4 | 3-5 years | 8 | 20.5 |
| 5 | 6-10 years | 2 | 5.1 |
| 6 | 11-15 years | 0 | 0.0 |
| 7 | 16-20 years | 1 | 2.6 |
| 8 | More than 20 years | 1 | 2.6 |
| | Blank | 0 | 0.0 |

3. What is the name of the school in which you work?

______________________________________________

4. What grades does it include? (Circle all grades in that school.)

K 1 2 3 4 5 6 7 8 9 10 11 12

5. If you are a classroom teacher, circle all the grades you are currently teaching. (If you teach ungraded classes, circle the grades corresponding to the ages of your students.)

K 1 2 3 4 5 6 7 8 9 10 11 12

6. If you are a classroom teacher, circle all the subjects you are currently teaching.

1 Elementary Self-Contained Classroom
2 Art
3 Business and Office Education
4 Driver Education
5 Foreign Languages
6 Health Education
7 Home Economics
8 Industrial Arts
9 Language Arts/Reading/English
10 Mathematics
11 Music
12 Physical Education
13 Science
14 Social Studies
15 Special Education
16 Distributive Education
17 Trades and Industry
18 Vocational Agriculture
19 Other (Please specify)______________________________

7. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

| Meetings | | | Workshops | | | Newsletters or Brochures | | | Newspaper, Television, Radio Announcements | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Freq. | % | | Freq. | % | | Freq. | % | | Freq. | % |
| Never | 0 | 0.0 | Never | 0 | 0.0 | Never | 0 | 0.0 | Never | 0 | 0.0 |
| 1 | 10 | 25.6 | 1 | 9 | 23.1 | 1 | 1 | 2.6 | 1 | 1 | 2.6 |
| 2 | 7 | 17.9 | 2 | 6 | 15.4 | 2 | 3 | 7.7 | 2 | 5 | 12.8 |
| 3 | 0 | 0.0 | 3 | 1 | 2.6 | 3 | 7 | 17.9 | 3 | 4 | 10.3 |
| 4 | 4 | 10.3 | 4 | 0 | 0.0 | 4 | 7 | 17.9 | 4 | 3 | 7.7 |
| 5 | 1 | 2.6 | 5 | 0 | 0.0 | 5 | 1 | 2.6 | 5 | 5 | 12.8 |
| 6 | 1 | 2.6 | 6 | 0 | 0.0 | 6 | 1 | 2.6 | 6 | 1 | 2.6 |
| 7 | 0 | 0.0 | 7 | 0 | 0.0 | 7 | 0 | 0.0 | 7 | 0 | 0.0 |
| 8 | 0 | 0.0 | 8 | 0 | 0.0 | 8 | 4 | 10.3 | 8 | 0 | 0.0 |
| More than eight | 0 | 0.0 | More than eight | 1 | 2.6 | More than eight | 5 | 12.8 | More than eight | 4 | 10.3 |
| Blank | 16 | 41.0 | Blank | 22 | 56.4 | Blank | 10 | 25.6 | Blank | 16 | 41.0 |

PART II Directions:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

| Statement | No. | | Strongly Agree 1 | Agree 2 | No Opinion 3 | Disagree 4 | Strongly Disagree 5 |
|---|---|---|---|---|---|---|---|
| Every student should have had at least one paying job before graduating from high school | 1 | F | 15 | 7 | 2 | 4 | 1 |
| | | % | 38.5 | 17.9 | 5.1 | 10.3 | 2.6 |
| You don't need a college degree to be a success. | 2 | F | 20 | 14 | 2 | 2 | 1 |
| | | % | 51.3 | 35.9 | 5.1 | 5.1 | 2.6 |
| Every student should graduate from high school with a salable skill he can use on a job. | 3 | F | 9 | 19 | 1 | 9 | 1 |
| | | % | 23.1 | 48.7 | 2.6 | 23.1 | 2.6 |
| Students should hold several kinds of jobs before leaving high school | 4 | F | 2 | 13 | 10 | 12 | 1 |
| | | % | 5.1 | 33.3 | 25.6 | 30.8 | 2.6 |
| Guidance counselors don't know enough about career possibilities for students. | 5 | F | 2 | 6 | 20 | 9 | 2 |
| | | % | 5.1 | 15.4 | 51.3 | 23.1 | 5.1 |
| Teachers don't know enough about career possibilities for students. | 6 | F | 2 | 13 | 6 | 15 | 3 |
| | | % | 5.1 | 33.3 | 15.4 | 38.5 | 7.7 |
| Elementary school students should have workmen, such as postmen, factory workers, and electricians, coming to school to talk about their jobs. | 7 | F | 10 | 22 | 3 | 4 | 0 |
| | | % | 25.6 | 56.4 | 7.7 | 10.3 | 0.0 |
| If schools were fully career-oriented, they would be useful to more students. | 8 | F | 4 | 18 | 11 | 5 | 0 |
| | | % | 10.3 | 46.2 | 28.2 | 12.8 | 0.0 |
| Career education should be available to all students from kindergarten through grade 12. | 9 | F | 9 | 22 | 6 | 2 | 0 |
| | | % | 23.1 | 56.4 | 23.1 | 5.1 | 0.0 |
| As part of the high school program, students should be allowed to leave school during the day to work. | 10 | F | 1 | 23 | 4 | 9 | 1 |
| | | % | 2.6 | 59.0 | 10.3 | 23.1 | 2.6 |
| High schools should be responsible for work and educational placement of students when they leave school whether before or after graduation | 11 | F | 3 | 3 | 10 | 19 | 3 |
| | | % | 7.7 | 7.7 | 25.6 | 48.7 | 7.7 |
| Career education should be interwoven within all parts of the school program rather than provided in special units and course. | 12 | F | 13 | 22 | 2 | 2 | 0 |
| | | % | 33.3 | 56.4 | 5.1 | 5.1 | 0.0 |

# CAREER EDUCATION QUESTIONNAIRE-OG

Date: 12- -73 1-6

## CAREER EDUCATION QUESTIONNAIRE-OG

If you have already completed this questionnaire, you may recall that many items asked for ratings and what you acquired from the other course(s). Therefore, it is important that you again respond in this class: your responses to many items may now be different and are of equal importance to us.

Fill in the following information:

1. Course Title ________________________ 7-12

2. Program in which you are presently enrolled:

________________________ / ________________ 13-18
Program Title Program Code

3. Year in District One (✓) _____ (1) 1st 19
_____ (2) 2nd
_____ (3) Other

4. Sex (✓) _____ (1) Female 20
_____ (2) Male

5. My program is (✓) 21
_____ (1) One year vocational
_____ (2) Two year vocational
_____ (3) Associate Degree
_____ (4) Combination
_____ (5) Other
_____ (6) Undecided

On the right side of each item below CIRCLE the one symbol that most closely approximates the extent to which you agree or disagree with the way the statements describe your feelings or conditions about the class

If you STRONGLY AGREE, Circle: SA
If you AGREE, Circle: A
If you are UNDECIDED, Circle: U
If you DISAGREE, Circle: D
If you STRONGLY DISAGREE, Circle: SD

(1) (2) (3) (4) (5)

1. I believe the career education movement can help people like me.................................. SA A U D SD 22

2. I have heard some positive things about career education in this class....................... SA A U D SD 23

(1) (2) (3) (4) (5)

3. The instructor of this class is interested in career education ........ ........................ SA A U D SD

4. This class was taught to help me set career goals and arrange to meet them .................. SA A U D SD

5. I have had the opportunity to explore performance requirements within my career area.............. SA A U D SD

6. In this class I have learned more about career areas closely related to my main interest area ... SA A U D SD

7. I have been helped to better know how my personal characteristics fit my career interests............ SA A U D SD

8. This course gave me a useful career idea which I learned more about myself ........... .......... SA A U D SD

9. I feel the occupational skills taught in this class are important in my chosen career area........... SA A U D SD

10. I have changed my choice of a career within my career area this semester ......................... SA A U D SD

11. This class has helped me to think more highly of myself ......................................... SA A U D SD

12. This class has helped me to be more confident of myself ......................................... SA A U D SD

13. I understand why some people who have the skills they need to succeed, can fail in their jobs...... SA A U D SD

14. In this class I have learned about personality characteristics I need to be successful.... ...... SA A U D SD

15. This class helped me to better understand that I must be flexible and adjust throughout my life ... SA A U D SD

16. I gained helpful information on careers from this class by (check item(s)):
_____ a. reading printed material
_____ b. viewing slides and listening to a cassette tape
_____ c. group discussion
_____ d. conferences with the instructor
_____ e. other

## PROGRAM CODES

| Program | Associate Degree Code | Length |
|---|---|---|
| Chemical & Fertilizers | 10-002-1 | 2 year |
| Food, Seeds & Farm Supply | 10-006-1 | " |
| Machinery, Partsmen-Salesmen (Agri-Business) | 10-005-1 | " |
| Accounting | 10-101-1 | " |
| Marketing | 10-104-2 | " |
| Marketing Fashion Merchandising | 10-104-4 | " |
| Secretarial Science | 10-106-2 | " |
| Data Processing | 10-107-1 | " |
| Police Science | 10-504-1 | " |
| Restaurant & Hotel Cookery | 10-511-1 | " |
| Medical Laboratory Technician | 10-513-1 | " |
| Radiologic Technology | 10-526-1 | " |
| Medical Records Technician | 10-530-1 | " |
| Air Conditioning | 10-601-1 | " |
| Electronics | 10-605-1 | " |
| Mechanical Design | 10-606-1 | " |
| Civil-Structural | 10-607-5 | " |
| Fluid Power | 10-613-1 | " |

### Vocational Diploma

| Program | Code | Length |
|---|---|---|
| Pre-Service Nursing Assistant (120 Hours) | 30-510-1 | 8 weeks |
| Account Clerk | 31-101-1 | 1 year |
| Clerk Typist | 31-106-1 | " |
| Clerk Typist - Medical | 31-106-2 | " |
| Stenographer | 31-106-3 | " |
| Data Preparation | 31-104-5 | " |
| Refrigeration Servicing | 31-601-1 | " |
| Auto Body | 31-404-1 | " |
| Auto Mechanic | 31-404-2 | " |
| Carpentry | 31-410-2 | " |
| Diesel Mechanics | 31-412-1 | " |
| Electrical Power Distribution | 31-413-2 | " |
| Fluid Power Maintenance | 31-419-1 | " |
| Machine Tool Operation | 31-420-1 | " |
| Precision Inspection & Materials Testing | 31-420-3 | " |
| Industrial Drafting - Mechanical | 31-421-1 | " |
| Metal Fabrication | 31-432-1 | " |
| Welding | 31-442-1 | " |
| Appliance Servicing | 31-445-1 | " |
| Barbering | 31-501-1 | " |
| Practical Nursing | 31-510-1 | " |
| Quantity Foods Preparation | 31-516-1 | " |
| Audio Visual Assistant | 31-522-1 | " |
| Production Agriculture | 32-080-1 | 2 year |
| Auto Mechanics | 32-404-2 | " |
| Diesel Mechanics | 32-412-1 | " |
| Electronic Servicing | 32-414-1 | " |
| Machine Tool Operation | 32-420-1 | " |
| Quantity Foods Preparation | 32-510-1 | " |

# STUDENT FOLLOW-UP QUESTIONNAIRE-PART 2

PLEASE CONTINUE WITH THE ITEMS ON THIS CARD

13. If you did not graduate, did you leave District One at the end of the fall semester?
    _______ Yes (a) _______ No (b)

14. Was employment assured when you left?
    _______ Yes (a) _______ No (b)

15. Check the item before the ONE THING YOU LIKE MOST about your job.
    a. _____ Good pay.
    b. _____ Some of the things I do on the job; (pleasant duties).
    c. _____ Nature of the work (self-satisfying, variety, challenging, etc.).
    d. _____ The hours.
    e. _____ Security of having a job.
    f. _____ Possibilities of having a job.
    g. _____ Meeting people.
    h. _____ Fellow workers.
    i. _____ Employer.
    j. _____ No likes.

16. Check the item before the ONE THING YOU DISLIKE MOST about your job.
    a. _____ Low pay.
    b. _____ Some of the things I do on the job, (unpleasant duties).
    c. _____ Nature of the work (monotonous, routine, not self-satisfying).
    d. _____ The hours.
    e. _____ Some of the customers, patients, etc.
    f. _____ Fellow workers.
    g. _____ The boss.
    h. _____ No possibilities for advancement.
    i. _____ Working conditions (too hot, dirty, etc.).
    j. _____ No dislikes.

17. How do you feel about this job?
    a. _____ I like it very much.
    b. _____ I like it.
    c. _____ It's OK.
    d. _____ Not what I'd hoped for.
    e. _____ It's awful.

18. Would you recommend this occupational program to others?
    _______ Yes (a) _______ No (b)

19. If you are NOT WORKING IN A JOB RELATED TO THE TRAINING you had at District One, check the item before the reason why.
    a. _____ Not presently employed.
    b. _____ Couldn't find a job for which I was trained.
    c. _____ I couldn't earn enough money.
    d. _____ Didn't know what the job was really like.
    e. _____ I didn't like the jobs for which I was trained.
    f. _____ Needed more training and couldn't get it.
    g. _____ No chance for promotion.
    h. _____ Other ________________________________
    (write in)

Student Follow-Up Questionnaire - Part 2

20. What would improve the occupational training you received at District One? (check the item(s) that you suggest.)
    a. _____ Training should include things like how to get along with other workers, the boss; the customer; get into the union; take license exams; file income tax; apply for workmen's compensation; dress for the job.
    b. _____ More individual help should be given to students in learning what kind of jobs they might get, what courses to take in high school, what kind of schooling they might need after high school.
    c. _____ More help with knowing where and how to get a job after high school.
    d. _____ Teachers should know more about the jobs they are teaching.
    e. _____ Training needs to be more like the real job.
    f. _____ Greater variety of classroom activities, (field trips, etc.).
    g. _____ No improvements needed.

21. In general, how much help was your District One occupational training: (Circle the number that applies)

| | None | Little | Some | Much | Does Not Apply |
|---|---|---|---|---|---|
| a. Knowing how to use tools & equipment on the job? | 1 | 2 | 3 | 4 | 5 |
| b. Knowing what one does in this kind of job? | 1 | 2 | 3 | 4 | 5 |
| c. Using time & energy? | 1 | 2 | 3 | 4 | 5 |
| d. Finding needed information? | 1 | 2 | 3 | 4 | 5 |
| e. Being able to talk to the boss about job problems? | 1 | 2 | 3 | 4 | 5 |
| f. Getting along with the customer, patient, etc.? | 1 | 2 | 3 | 4 | 5 |
| g. Getting along with other workers? | 1 | 2 | 3 | 4 | 5 |
| h. Handling new or unpleasant situations? | 1 | 2 | 3 | 4 | 5 |
| i. Applying for a job? | 1 | 2 | 3 | 4 | 5 |
| j. Interviewing for a job? | 1 | 2 | 3 | 4 | 5 |

22. If you looked for work following graduation (whether currently working or unemployed) then how many weeks have you looked? a. _______ (wks).

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        SUMMARY OF ALL STUDENTS

                      810  STUDENTS QUESTIONED
              98.5%   795  STUDENTS RESPONDED

13. IF YOU DID NOT GRADUATE, DID YOU LEAVE DISTRICT ONE AT THE END OF THE FALL SEMESTER?

              10.0%    80  A. YES.
              20.1%   160  B. NO.

14. WAS EMPLOYMENT ASSURED WHEN YOU LEFT?

              19.8%   158  A. YES.
              36.8%   294  B. NO.

15. WHAT DO YOU LIKE THE MOST ABOUT YOUR JOB?

              12.1%    76  A. GOOD PAY.
              10.5%    66  B. SOME OF THE THINGS I DO ON THE JOB(PLEASANT DUTIES).
              34.0%   213  C. NATURE OF THE WORK(SELF-SATISFYING,VARIETY,CHALLENGING,ETC.).
               2.9%    18  D. THE HOURS.
               8.3%    52  E. SECURITY OF HAVING A JOB.
               0.8%     5  F. POSSIBILITIES OF ADVANCEMENT.
               2.2%    14  G. MEETING PEOPLE.
               5.9%    37  H. FELLOW WORKERS.
               0.5%     3  I. EMPLOYER.
              26.8%   168  J. NO LIKES.

16. WHAT DO YOU DISLIKE MOST ABOUT YOUR JOB?

              19.5%   122  A. LOW PAY.
               6.7%    42  B. SOME OF THE THINGS I DO ON THE JOB(UNPLEASANT DUTIES).
               7.0%    44  C. NATURE OF THE WORK(MONOTONOUS, ROUTINE, NOT SELF-SATISFYING).
               5.7%    36  D. THE HOURS.
               3.5%    22  E. SOME OF THE CUSTOMERS, PATIENTS, ETC..
               2.4%    15  F. FELLOW WORKERS.
               1.9%    12  G. THE BOSS.
               6.9%    43  H. NO POSSIBILITIES FOR ADVANCEMENT.
               2.9%    18  I. WORKING CONDITIONS(TOO HOT, DIRTY, ETC.).
              64.3%   403  J. NO DISLIKES.

17. HOW DO YOU FEEL ABOUT THIS JOB?

              30.5%   191  A. I LIKE IT VERY MUCH.
              25.2%   158  B. I LIKE IT.
              15.8%    99  C. IT'S OK.
               7.8%    49  D. NOT WHAT I'D HOPED FOR.
               0.8%     5  E. IT'S AWFUL.

18. WOULD YOU RECOMMEND THIS OCCUPATIONAL PROGRAM TO OTHERS?

              59.0%   471  A. YES.
               9.1%    73  B. NO.

19. IF YOU ARE NOT WORKING IN A JOB RELATED TO TRAINING YOU HAD AT DISTRICT ONE, WHY NOT?

               5.0%    40  A. NOT PRESENTLY EMPLOYED.
               7.0%    56  B. COULD NOT FIND A JOB FOR WHICH I WAS TRAINED.
               2.6%    21  C. I COULDN'T EARN ENOUGH MONEY.
               0.9%     7  D. DIDN'T KNOW WHAT THE JOB WAS REALLYLIKE.
               3.0%    24  E. I DIDN'T LIKE THE JOBS FOR WHICH I WAS TRAINED.
               1.8%    14  F. NEEDED MORE TRAINING AND COULDN'T GET IT.
               0.4%     3  G. NO CHANCE FOR PROMOTION.
              79.3%   633  H. OTHER.

20. WHAT WOULD IMPROVE THE OCCUPATIONAL TRAINING YOU RECEIVED AT DISTRICT ONE?

              13.5%   108  A. MORE HELP IN GETTING ALONG WITH PEOPLE.
              19.5%   155  B. MORE JOB INFORMATION, WHAT HIGH SCHOOL AND POST-HIGH SCHOOL COURSES TO TAKE.
              10.4%    83  C. MORE HELP WITH KNOWING WHERE AND HOW TO GET A JOB AFTER HIGH SCHOOL.
              10.7%    85  D. TEACHERS SHOULD KNOW MORE ABOUT THE JOBS THEY ARE TEACHING.
              26.8%   214  E. TRAINING NEEDS TO BE MORE LIKE THE REAL JOB.
              17.0%   136  F. GREATER VARIETY OF CLASSROOM ACTIVITIES(FIELD TRIPS, ETC.).
              41.0%   327  G. NO IMPROVEMENTS NEEDED.
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SR6155  000000          STUDENT FOLL[illegible]VEY REPORT--PART 2
12-20-73  15/51                   1ST S[illegible]3-74                    PAGE 270
            SUMMARY OF ALL STUDENTS
  21. IN GENERAL, HOW MUCH HELP WAS YOUR DISTRICT ONE OCCUPATIONAL TRAINING:
      A. KNOWING HOW TO USE TOOLS & EQUIPMENT ON THE JOB?
                         3.1%     25  NO HELP.
                         4.9%     39  LITTLE HELP.
                        22.7%    181  SOME HELP.
                        33.2%    265  MUCH HELP.
                        36.1%    288  DOES NOT APPLY.
      B. KNOWING WHAT ONE DOES IN THIS KIND OF JOB?
                         3.4%     27  NO HELP.
                         8.4%     67  LITTLE HELP.
                        24.1%    192  SOME HELP.
                        33.5%    267  MUCH HELP.
                        30.7%    245  DOES NOT APPLY.
      C. USING TIME & ENERGY?
                         5.0%     40  NO HELP.
                        14.9%    119  LITTLE HELP.
                        26.7%    213  SOME HELP.
                        19.3%    154  MUCH HELP.
                        34.1%    272  DOES NOT APPLY.
      D. FINDING NEEDED INFORMATION?
                         5.1%     41  NO HELP.
                        12.8%    102  LITTLE HELP.
                        28.6%    228  SOME HELP.
                        19.4%    155  MUCH HELP.
                        34.1%    272  DOES NOT APPLY.
      E. BEING ABLE TO TALK TO THE BOSS ABOUT JOB PROBLEMS?
                        17.0%    136  NO HELP.
                        21.9%    175  LITTLE HELP.
                        18.2%    145  SOME HELP.
                        10.7%     85  MUCH HELP.
                        32.2%    257  DOES NOT APPLY.
      F. GETTING ALONG WITH THE CUSTOMER, PATIENT, ETC.?
                         9.4%     75  NO HELP.
                        16.0%    128  LITTLE HELP.
                        21.6%    172  SOME HELP.
                        18.4%    147  MUCH HELP.
                        34.6%    276  DOES NOT APPLY.
      G. GETTING ALONG WITH OTHER WORKERS?
                        10.2%     81  NO HELP.
                        14.7%    117  LITTLE HELP.
                        25.6%    204  SOME HELP.
                        18.7%    149  MUCH HELP.
                        31.0%    247  DOES NOT APPLY.
      H. HANDLING NEW OR UNPLEASANT SITUATIONS?
                         9.6%     77  NO HELP.
                        16.4%    131  LITTLE HELP.
                        26.8%    214  SOME HELP.
                        14.3%    114  MUCH HELP.
                        32.8%    262  DOES NOT APPLY.
      I. APPLYING FOR A JOB?
                         9.8%     78  NO HELP.
                        13.4%    107  LITTLE HELP.
                        24.4%    195  SOME HELP.
                        21.3%    170  MUCH HELP.
                        31.1%    248  DOES NOT APPLY.
      J. INTERVIEWING FOR A JOB?
                         9.4%     75  NO HELP.
                        14.8%    118  LITTLE HELP.
                        23.6%    188  SOME HELP.
                        20.7%    165  MUCH HELP.
                        31.6%    252  DOES NOT APPLY.
  22. AVERAGE NUMBER OF WEEKS SPENT FINDING A JOB.
                                  2  WEEKS
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199 [1 extra page]